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ABSTRACT

This document contains the texts of 22 papers presented at a conference on vocational education for special needs persons (including handicapped, disadvantaged, and limited English-speaking persons). Papers in the volume range from the theoretical to practical "how-to" suggestions. The following topics are covered in the conference papers: using computers to teach and evaluate handicapped students, prevocational skills for handicapped students, development of competency-based horticultural instructional materials for handicapped students, model alternative programs within vocational education for the emotionally disturbed, preparing handicapped persons for leaving school and joining the world of work, meeting their needs after they leave the school system, model teaching approaches, job training and development for special needs persons, methods of teaching the disadvantaged, work evaluation of special needs students, student reentry into public schools, meeting the vocational needs of handicapped students in a private school, mainstreaming in home economics classes, dropout prevention programs, adaptive reading strategies for the special needs students in vocational education, home-learning activities for junior-high school students, education for the special needs vocational teacher, and grantsmanship in vocational/special needs education. (KC)

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National Association of Vocational Education Special Needs Personnel

REGION I CONFERENCE
PROCEEDINGS

OCTOBER 27-28, 1983

Edited by

Lynne M. and Angelo C. Gilli

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Foreword:

Special Needs populations in vocational education have traditionally included the handicapped, disadvantaged and the limited English Speaking. These populations require our continued best efforts, but vocational education can serve as a catalyst im meeting the needs of a variety of youth populations. For example, support can be provided to youth programs which deal with abusers, abused adolescents, runaways, the incarcerated, and others. The NAVESNP Region I presenters effectively dealt with these and other issues facing vocational special needs educators. Their topics included computer software evaluation, computer applications in the vocational classroom, leadership, professional publications, special services for the handicapped, and much more.

I am proud to have been a small part of such quality thinking, presenting and reacting. The following pages include Dr. Frank Bowe's stirring address to conference participants. He challenged us to show what we can do to provide vocational preparation for disabled people and how to do it. The other presentations will assure the reader that we "can" and "are" doing... The challenge, at this point, is not to merely be involved in the vocational education process, but to be on the cutting edge of changes in vocational education.

John H. Paul,
Conference Coordinator

Acknowledgements

Special thanks to Dr. Frank Bowe, and to those who presented and participated in the NAVESNP REGION I Conference. We are indebted to the Maryland State Department of Education/Division of Vocational-Technical Education (especially Drs. Angelo C. and Lynne M. Gilli, and Dr. Theodore R. Rybka), The Maryland Vocational Association (Dr. John O'Brien, President), Maryland Vocational Special Needs Association (Mary-Ellen Kiss, President), NAVESNP Region I Vice President Ellie Bicanich. Others that should be acknowledged are Pam LeConte, Eileen Gale, Charlotte Conaway, Debra Neubert, Julianna Taymans, and The Pennsylvania Vocational Education National Guard.

From the Editors

The task of editing a lengthy publication such as this one is a difficult one - until the end, when the product makes it all worth while. Herein are efforts of a number of dedicated individuals, which reflect most favorably upon NAVESNP Region I of AVA. The high caliber of the presentors at the October conference in Hunt Valley, Maryland, is most apparent as one peruses these pages.

Many hours have been spent by the editors in modifying the papers in the interest of providing a more or less consistent APA style. Of interest is the great range of writing styles found here: from very practical "how to" discourses to some very theoretical pieces. If these papers are representative of what is "out there" in the Special Needs sector, then one cannot help but believe that the special needs area of vocational education is in capable hands.

Special thanks are offered to Maggie Green, Doreen Spriggs, and Wanda Wallace for their patience and diligence in interpreting our many editing marks, alterations, and instructions on the original manuscripts and subsequent work copy. Any errors found herein, however, should be attributed to the editors.

Lynne M. and Angelo C. Gilli

Pasadena, Maryland

Computer Usage with Handicapped Students in Secondary Schools

Bonnie L. Walker

Microcomputers can be used for a variety of purposes in the education of students with handicaps. They can improve direct instruction; they can support the instructional process by assisting teachers with evaluation, recordkeeping, and other management tasks; they can help learners develop vocational skills. But locating and identifying microcomputer materials for special education students requires both time and evaluator expertise. In addition, teachers need to develop guidelines for implementing microcomputers in the classroom and managing both the hardware and the software.

In this paper, we will address: microcomputer applications, characteristics of microcomputer courseware, and micro-computer management.

Microcomputer Applications

The first step in planning for the use of microcomputers is to examine the roles that the computer can play in the classroom. Two major instructional purposes are teaching basic skills and developing vocational skills.

Teaching Basic Skills

Computer assisted instruction (CAI) refers to any use of a computer for direct instruction. The software which is used in CAI applications is commonly referred to as courseware. CAI can be categorized according to its instructional mode.

Drill and Practice courseware assumes that students have been taught a particular skill or set of facts and are ready for practice or reinforcement.

Benefits and Features:

(a) Unlimited practice in a forgiving environment;

(b) Personalized feedback;

(c) Individualized lessons at appropriate levels of difficulty;

(d) Increased levels of motivation.

Examples:

(1) Special Needs, Volume 1 (Minnesota Educational Computer Consortium-MECC);

(2) E-Z Learner (Silicon Valley Systems, Inc.);

(3) Match Game (Teaching Tools, Inc.).

Tutorial courseware is designed to teach a particular skill or set of facts. Programs include definitions, examples, explanations, illustrations, and opportunities to practice the skill or recall facts presented in the lesson.

Benefits and Features:

(a) Pre- and post-test modules included in the lesson;

(b) Remediation loops;

(c) Branching to various levels of difficulty;

(d) Personalized, corrective feedback.

Examples:

(1) Deafsign (Radio Shack);

(2) Compu-read (Edu-Ware);

Simulations present students with models of real life situations or events in which they solve problems using previously acquired skills and facts.

Benefits and Features:

(a) Opportunities to use skills and knowledge in a safe but meaningful context;

(b) Development of problem solving skills.

Examples:

(1) Mix and Match (Children's Television Workshop);

(2) Lemonade (Apple Computer Co.).

Games are activities involving competition which include specific rules, tests of skill and goals.

Benefits and Features:

(a) Opportunities to use skills and knowledge in a meaningful context;

(b) Increased levels of motivation, particularly self-motivation;

(c) Development of motor coordination and visual discrimination.

Examples:

(1) Academic Skill Builders (Developmental Learning Materials);

(2) 3D Tic Tac Toe (Micro-Sparc, Inc.)

Developing Vocational Skills

Microcomputers in the special education classroom can help learners develop both general vocational skills, such as computer literacy, and specific vocational skills, such as computer programming and word processing.

Computer Literacy skills are dynamic and multidimensional; they include knowledge about computer, software, applications, and operation.

Benefits and Features:

(a) Use of specific software package to accomplish a task;

(b) Extension of an individual's intellectual and physical capabilities;

(c) Ability to communicate needs to a computer specialist;

(d) Extension of opportunities to interact with other persons through data bases, electronic mail.

Examples:

(1) Typing Tutor (Microsoft);

(2) Specialnet (NASDSE);

(3) How to Operate the Apple II Plus (Flip Track Training Tapes).

Computer Programming involves designing algorithms to solve specific problems, coding instructions in a computer language.

Benefits and Features:

(a) Ability to function better in a technical society;

(b) Development of problem solving and logic skills;

(c) Acquisition of a specific, marketable skill;

(d) Increased ability to use computer in vocational settings;

(e) Ability to communicate with computer specialists;

(f) Ability to adapt existing software to specific needs.

Word Processing (or text processing) allows the user to write, edit, and manipulate text.

Benefits and Features. (a) Acquisition of a specific, marketable skill; (b) Acquisition of a useful personal skill; (c) Improvement in language and composition skills; (d) Increased motivation to develop language skills.

Examples:

(1) Magic Window (Artsci);

(2) The Bank Street Writer (Broderbund);

(3) Letter Perfect (Ljk).

Characteristics of Courseware

Locating microcomputer courseware for use in teaching basic skills or developing vocational skills requires time and evaluator expertise. The only way to be sure that a specific program performs as desired is to run the program, checking every segment, and making all possible responses. Much of the courseware designed for the general population is suitable for students with handicaps because of th individualized nature of the medium. Well-designed CAI programs should provide many opportunities for practice and be self-paced instruction that offers an interactive method of learning.

Several features of CAI are especially important when evaluating microcomputer materials for special populations. In some cases, certain desirable technical features will be machine-dependent. For example, not all microcomputers have color capabilities, and screen resolution varies from machine to machine. In other cases, however, the characteristics which are important for instruction depend on the individual who designed and programmed the lesson.

The following includes characteristics to look for as well as characteristics to avoid:

Reliability and ease of use. Look for: (a) Programs that allow users to change their responses before entering information; (b) Logical, adequate, clear screen directions, or a design that allows users to request directions as needed; (c) An instructional manual of the same level of difficulty as the program.

Avoid any program that stops or behaves irrationally because of any unanticipated response by the student.

Clarity of screen displays. Look for acters in a single display. Appropriate and/or alternative input devices. Look for: (a) Uncrowded, attractive screen displays; (b) Character sets of appropriate size; (c) Use of upper and lower case text when appropriate; (d) Consistent placement and wording of screen directions; (e) Appropriate speed for presenting text; (f) Learner control over advancing to a new frame.

Avoid: (1) Inappropriate or excessive use of flashing or inverse text; (2) Use of several sizes of characters in a single display. Appropriate and/or alternative input devices. Look for: (g) Programs designed to accomodate more than one type of input device (e.g., keyboard and joystick).

Avoid: (1) Programs that require excessive typing; (2) Programs that require inconsistent responses from students (e.g., pushing space bar to enter information in one segment and pushing return to enter information in another).

Accuracy: Look for: (a) Accurate and appropriate content in lesson and directions; (b) Accurate and appropriate content in manuals; (c) Grammatical accuracy, particularly punctuation.

Avoid: (1) Any program with content or gramatical errors Feedback (responses made by the computer to student input. Look for: (a) Responses which reinforce desirable student behaviors as well as correct answers; (b) A variety of responses to correct or incorrect responses; (c) Personalized feedback (i.e., appropriate use of the student's name); (d) Responses that include information regarding the correctness or incorrectness of the student response as well as an explanation of any errors that the student makes; (e) Programs that react to "accidental" errors differently than to incorrect responses; (f) Programs designed to respond to excessive numbers of errors as well as to a great many correct responses; (g) Programs that provide feedback at the conclusion of a lesson as well as to individual items within the lesson.

Avoid: (1) Programs with harsh or insulting feedback to incorrect responses; (2) Programs that reinforce errors by providing feedback more interesting than that provided for correct responses; (3) Programs with sound effects that announce errors (This can be embarrassing for students in a classroom setting.).

Visual Stimuli. Look for: (a) Appropriate, attractive graphic reinforcement of skills and content; (b) use of animation (screen movement) to generate interest or to demonstrate concepts,

(c) Appropriate use of color (sound and color are not available on all microcomputers).

Avoid: (1) Static screen displays; (2) Inappropriate or misleading use of animation or color.

Look for (a) The integration of sound into the overall design of the program; (b) Use of special effects (including music) to present a concept or to add interest to a program; (c) Use of sound as either a warning cue or feedback to the learner.

Avoid: (1) Use of sound as an add-on rather than as an integral part of the program design; (2) Use of unpleasant sound effects to indicate the student has made an error.

Microcomputer Management In The Classroom

In order to implement use of microcomputers in the classroom, teachers need to develop guidelines for managing both hardware and software. In addition, teachers need assistance in determining the most effective way to use this medium. Although the number of microcomputers in use is increasing dramatically, the number of available machines in a specific school is likely to be limited. In some schools microcomputers are placed in a computer lab or the media center rather than in the classroom. The location, number, and accessibility of the microcomputer will affect management guidelines as well as specific applications.

The following discussion presents specific considerations and suggestions for microcomputer management in the special education classroom.

Student Training

Considerations and Suggestions. Microcomputers, also called "personal computers," are designed to be used by one person at a time. Each student will need some uninterrupted, private time to practice or experiment with the computer.

Microcomputers are designed to be easy to use and difficult to break. The initial training period in which the student learns to insert a diskette or cassette tape and turn on the computer and monitor or TV should be brief. The student should be engaged in interacting with a program as soon as possible. Most of the training a student needs will involve using a particular piece of software. Many worthwhile programs require a considerable amount of practice and experience. Word processing programs are one example. Games often are used with students for initial training sessions in a computer operation because of their motivational characteristics.

A student's greatest difficulty in using a computer may be a lack of typing skills. Several programs designed to teach students to type at the computer terminal are available.

Learning to use alternative input devices (methods other than the keyboard) such as a joystick, game paddles, or a light pen are skills in themselves. Although these devices may be easier for some students to use, others may find a keyboard easier.

Scheduling Time on the Computer

Considerations and Suggestions. Select CAI programs with short lessons so students can complete an entire segment in a brief amount of time. When using a computer to learn programming, students can design a program in a small group. Each student can enter the program individually.

If computer time is extremely limited, using the microcomputer for certain applications may not be appropriate. Selection of applications in each case will depend on the time available for each student to practice. CAI programs which are designed for pairs of students and/or small groups are available. This feature may be a major criterion in selecting software for classrooms with limited access to microcomputers. Such programs also are useful in developing social skills and interpersonal classroom relations.

Software Management

Considerations and Suggestions. Back-up copies of all software programs are essential. Always purchase a back-up copy with a program or make you own. Purchase programs without copy protection whenever possible. Store the original program in a safe place and use the copy. Be sure to write-protect an program (particularly the master or original diskette). It's easy to destroy a program accidentally. Software should be returned to its packaging whenever possible after loading the program. Small filing cases designed for computer software are useful. In schools with several microcomputers, a hard disk drive can be less expensive than separate disk drives for each computer. Sharing software then is possible, and managing the software is easier.

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Support Materials
Additional Resources

The following is available from the author or J.W.K. International Corporation, 7617 Litte River Turnpike, Annandale, VA 220033

Education technical *Software. resource guide no.1* (March 1983).

Education technical *Software annotated bibliograph no. 10* (March 1983).

Education technical *Report: micro-computer courseware* (March 1983).

Teaching Prevocational Skills and Promoting Vocational Awareness
for
Handicapped Students

Debra Neubert and Nuliana Taymans

Providing instruction in basic and prevocational skill development has become increasingly important for educators in recent years. Educational opportunities and services to promote career and vocational education for handicapped students have been expanded with the implementation of P.L. 94-142, The Education for All Handicapped Children Act and P.l. 94-482, The Education Amendments of 1976. Special education and regular academic teachers often provide services related to prevocational skill development for students prior to entering vocational training or employment. It has become apparent that handicapped students are not necessarily the only students who require and benefit from basic skill and prevocational preparation. A nationwide movement for "back to basics" has provided the impetus for all teachers to incorporate functional skills into their curricula.

Providing Prevocational and Occupational Experiences

In the state of Maryland, a number of factors have influenced teachers to include basic and/or prevocational skills in their daily instruction. As early as 1971, the Maryland State Department of Education began stressing a functional as 1971, the Maryland State Department of Education began stressing a functional component in reading programs throughout the state. Today, Maryland public schools are implementing Project BASIC, a program of instruction to develop minimal competencies not only in reading, but also in functional mathematics, functional writing, citizenship, survival skills, arts/physical education and the world of work. Project BASIC established competency based graduation requirements which students, including most special education students, are required to meet (Maryland State Department fo Education, 1982).

The career education movement of the 1970's also was instrumental in promoting increased prevocational and occupational experiences for students. Career education, which is preparation for the world of work, should be viewed as a continuous, developmental process (Clark, 1979). Career education consists of three main phases. In the first phase, career awareness, students become familiar with types of occupation and tasks associated with them. The second stage is career exploration where students learn more about jobs that interest them. During the third phase, career preparation, students participate in specific training experiences to help them to develop competencies in a choosen career area.

Finally, P.L. 94-142 and P.L. 94-482 mandated that handicapped students be provided with appropriate vocational preparation programs in the least restrictive setting. As special education students were mainstreamed into regular academic and vocational classrooms, it became apparent that many of these students lacked the basic skills needed to succeed in such classes. Recognizing this, the Division of Special Education, Maryland State Department of Education, as part of a cooperative agreement with the Divisions of Vocational Education and Vocational Rehabilitation, determined that special education students be provided with prereqisite personal adjustment and prevocational skills prior to being referred to vocational education (Maryland State Department of Education, 1981). While special educators have the major responsibility for providing students the prevocational skills on which vocational training and competitive employment are based. Teachers should be encouraged to examine their curricula to determine how they can best promote prevocational skills for handicapped students. Likewise, teacher and counselors should be encouraged to communicate and cooperate in helping to focus on the functional skills students need to be successful in vocational training programs and in the world of work.

Prevocational education, then, is instruction that helps students acquire basic skills and learn about themselves in relation to the world of work. Comprehensive prevocational education can be defined in five basic areas: (a) Related Academic Instruction; (b) Daily Living Skills; (c) Social-personal Adjustment Skills; (d) Vocational Assessment Experiences; (e) Occupational Exploration and Readiness Skills. Following is an overview of each of the five areas and strategies teachers can use to facilitate prevocational skill development.

Related Academic Instruction

In prevocational education, related academic instruction refers to the development of basic reading, writing, and math skills students need in order to be successful in vocational training programs. Academic instruction relates to Project BASIC which classifies basic skills into areas: functional writing, functional reading and functional mathematics.

Collaborative Efforts: One very effective method of determining basic academic skill requirements is for special eduction teachers, regular academic teachers and vocational instructors to meet to discuss skills students need to be successful in different programs. Vocational instructors are usually quite willing to discuss the skill deficits that create problems for students in their classess. The section on inservice strategies contains a format that can be used when teachers are examining related academic skills needed to succeed in vocational areas. There are two main ways teachers can help students with the academic skills needed to succeed in vocational courses. The first way is to provide pretraining in vocabulary, concepts, and performance demands. The second way is to provide activities to help reinforce vocabulary and concepts students are currently being taught.

Hands-on-Activities. Practicing vocationally related math and reading activities help students apply academic skills. For example, measurement is a key math skill for success in any vocational area. Vocational instructors and employers are very vocal about their concern regarding lack of student measurement skills. One of the best ways to teach students about measuring is to have them work on projects which require them to measure, i.e., calculating margins for typing, preparing ingredients for cooking, and figuring measurements for construction. Two common deficits in most measurement instruction are the lack of hands-on activities and the isolation of skills into discrete units. Students need to practice measurement skills throughout the school year rather than being taught measuring skills as an isolated math unit. Other academic skill areas should also include simulation and manipulative activities in conjunction with paper and pencil tasks. A combination of hands-on activities and practice distributed over the course of a semester helps students apply skills to new situations and to approximate on-the-job demands.

The key to appropriate related skill instruction is for teachers to understand the academic skills students need to perform in vocational courses and on-the-job. If a student has identified a particular vocational area, textbooks, curricula and other materials from the vocational instructor can be used to teach and reinforce needed academic skills. Lists of general skills that students need to succeed in a variety of vocational settings have also been developed. These lists can be particularly helpful in working with students who have not identified a specific vocational area. (Greenan, 1973; Tyler, 1976).

Daily Living Skills

Daily living skills are those skills that individuaals need to function successfully in society. Most students will marry, own homes, manage finances and carry out the various aspects of citizenship. Often teachers and parents assume that daily living skills wil develop without instruction or guidance. In some cases, parents may be overprotective of their handicapped children, so it is important the classroom instruction provide students with the skills neccessary for adult tasks. Brolin (1978) has identified nine competencies in daily living skills important for mildly and moderately handicapped students. These are:

1. Managing Family Finances; 2. Selecting, Managing and Maintaining a Home; 3. Caring for Personal Needs; 4. Raising Children and Family Living; 5. Buying and Preparing Food; 6. Buying and Caring

for Clothing; 7. Engaging in Civic Activities; 8. Utilizing Recreation and Leisure Time; 9. Getting Around the Community (Mobility).

Daily living skills can encompass a wide range of activities and be integrated into a variety of instructional situations. Project BASIC outlines competencies that relate to independent living skills in the Survival Skills and Citizenship areas.

Many of the competencies associated with daily living skills are important in relation to finding and keeping a job. Students not only need to learn job skills but also how to dress appropriately for work, practice good personal hygine, and use community transportation to get to and from work. It is equally important for students to know how to prepare nutritious meals, manage a home or apartment, manage finances and use leisure time appropriately if they are to become productive members of society. Activities and instruction focusing on daily living competencies are particularly effective when there is communication with the home and parents reinforce or extend classroom instruction.

Personal-Social Adjustment Skills

In the past, supplying students, especially special needs students, with appropriate vocational training to obtain entry level job skills, has not necessarily assured the student of successful placement in competitive employment. Personal-Social skills are the most important set of competencies that directly relate to success on the job and in vocational training programs.

Competencies associated with personal and social skills in Project BASIC can be found in the areas of Survival and the World of Work.

Emphasis is placed on demonstrating social awareness skills, understanding personal strengths and limitations, and developing decision making skills in relation to work demands.

Brolin (1978) has targeted seven competencies that define this skill area: 1. Achieving self-awareness; 2. Acquiring self-confidence; 3. Achieving socially responsbile behavior; 4. Maintaining good interpersonal relationships; 5. Achieving independence; 6. Achieving problem solving skills; 7. Communicating adequately with others.

Teachers can help their students be more successful in school and future work situations by developing classroom activities that help students gain self-confidence and communications skills. Some possible activities are: role playing, brainstorming, peer tutoring, contingency contracting, cooperative learning, and in-school work experience.

Vocational Assessment

Vocational assessment (or vocational evaluation) is an educational tool beneficial to both student and educator alike, for it helps both to gain a better understanding of the learner's interests and abilities, and will help to determine what direction a student's education may follow. As learners progress through various stages of vocational development, additional vocational assessment activities may be conducted to periodically update a student's Individualized Education Plan (IEP).

If your school system offers vocational assessment services, it is important to become familiar with the various aspects of the assessment process and how it can assist teachers in preparing students for vocational training. If possible, meet with the vocational evaluators and tour the assessment unit.

Vocational asessment consists of three major components: work sampling, psychometric testing and critical observation of behaviors (Vocational Student Assessment, 1980). Work samples are " hands-on" activities which use tasks, materials and tools similar to those found in an actual job or vocational program. Students may be instructed to plumb a sink, follow electrical wiring diagrams, take a patient's pulse or sort items by color or number. Evaluators note a student's interest, abilities and behaviors while engaged in specific work samples.

Psychometric tests measure a variety of traits such as: interests, aptitude, academic achievement and dexterity. Interest tests often provide evaluators with an area of interest in which a student may begin vocational exploration. Achievement tests such as the SRA Reading and Math Indicies provide evaluators with an idea of a student's reading and math competencies. It is interesting for teachers to note whether these scores correspond to similar tests the student may have taken in the classroom. Other tests such as mechanical comprehension tests, clerical or computer aptitude tests are administered, depending on a student's needs and experience. These tests can help determine if a student's interest in a vocational area is realistic.

Throughout the evaluation process, vocational evaluators pay particular attention to a student's personal, social and work related behaviors. Observations of a student's expressed interest, productivity, ability to follow directions, and personal appearance, as well as the ability to get along with peers and supervisors, are important criteria for determining readiness for vocational placement. Generally when a student begins the assessment process, some type of initial interview is conducted. During this time, the evaluator notes the student's expressed interests and goals, appearance and motivation. At the close of the assessment process, another conference is held with the student to discuss the results of the psychometric testing, working sampling, and exploration experiences.

Why Refer a Student to Vocational Assessment?

It is important for special and regular educators, guidance personnel, and parents to be familiar with the vocational assessment process so appropriate student referals can be made. To get the most useful and relevant information on a student, the student's teachers and counselors should ask specific questions of the vocational evaluators. Referral questions might include the following:

(a) Are the student's vocational goals realistic?

(b) Will a specific handicap limit vocational training or employment opportunities?

(c) What type of work will the student be able to do?

(d) What are the student's vocational interest?

(e) What type of training does the student need for his/her expresses interests?

(f) Does the student display appropriate personal, social, and work behaviors?

(g) Are there deficiencies in prerequisite skills needed for entrance into specific vocational programs?

Appropriate referral questions help ensure that the data and information in the vocational assessment reports can be used in formulating vocational goals and plans for the student's Individualized Vocational Plan. This information can also be used to inform vocational instructors or employers of a student's specific vocational interests, strengths, aptitudes, and behaviors. Vocational evaluators, special educators, and vocational instructors can work together to develop realistic short and long term vocational goals for students.

Applying the Results of Vocational Assessment

Since vocational assessment can provide a basis for vocational and career planning for handicapped students, it is crucial that collaborative efforts be developed among special, regular, and vocational educators, evaluators, and guidance personnel, to provide comprehensive career/vocational services. Educators can use the information obtained in the vocational assessment process to assist students in their vocational development in a number of ways:

1. If the student is deficient in prerequisites needed to enter a vocational program or employment situation, work on these skills during class time. Prerequisite skills might include: (a) related academics such as math skills needed for specific vocational aeas and identifying key vocabulary words; (b) personal adjustment skills such as proper hygiene, appropriate grooming, and dress; (c) work related behaviors such as attendance, being on time, accepting responsibility, completing tasks.

During class, teachers should stress how these skills relate to actual vocational training and future employment. Curriculum guides and books from vocational instructors could be valuable resource when working on prerequisite skills.

2. Continue vocational exploration activities, especially in specified areas of interest. This can be done through: (a) providing occupational information in the classroom by using career education materials, the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and information on training and employment opportunities in the community; (b) arranging field trips in the community; (c) bringing in guest speaker or parents from various areas in business or industry; (d) arranging for students to participate in job sampling or job shadowing in the school or community; (e) visiting vocational programs in the high school or technical center.

3. Develop in-class activities, with the assistance of the vocational evaluators, that provide a continuation of the exploration of interest, abilities, and occupational clusters. Interest tests, homemade or commercial work samples, and "hands-on" activities may be helpful.

4. Follow up on the recommendations made in the vocational evaluation report for specific services. Check with school and community personnel to determine if recommendations for counseling, psychological evaluations, medical services, or family related services have been implemented when they are specified for students.

5. Develop collaborative efforts with the vocational instructors and the vocational evaluators when planning the student's IEP. Since the vocational evaluation report can provide a summary of the student's academic abilities, vocational interests, and strengths and weaknesses,

programs to encourage special education students to learn about the world of work. Students may be placed with a particular employee at a local business of industrial setting to observe specific job requirements or to perform selected job duties.

3. Exhibiting Appropriate Work Habits and Behaviors. Appropriate work habits and attitudes are crucial to job success at all levels. "It is important for educational programs to simulate working environments in the school setting besides those available in the community in order that appropriate work behaviors can be learned. Too many students posess a false conception of the characteristics of a good worker and do not develop the type of skills needed for entry level jobs. (Brolin, p.9).

4. Exhibiting Sufficient Physical-Manual Skill. Many entry level jobs demand fine and gross motor skills as well as good physical strength. Students need opportunities to develop these skills as well as to develop the academic skills that are so heavily stressed in most high schools.

5. Obtaining a Specific Occupational Skill. It is imperative that handicapped students develop specific vocational skills if they are going to enter the competitive job market. Special education teachers hold a primary responsibility for insuring that students leave school with vocational skills. Special education teachers must often act as advocates so that handicapped students gain access to and are successful in vocational programs where they can learn specific skills.

6. Seeking, Securing, and Maintaining Employment. There are many skills associated with seeking, securing, and maintaining employment. Students need to learn how to use the various sources of job information as well as exposure to the rigors of applying and interviewing for jobs. Instruction on how to deal with work related problems and how to get assistance when problems arise, can help students prepare for adjustments to the working world.

As with the other components of prevocational education, it is important for all school personnel who work with a particular handicapped student to meet and discuss each professional's particular role in the student's career development. Handicapped students should have their occupational exploration and readiness goals on their Individualized Education Programs. Regular academic and vocational educators should be a part of planning and implementing instruction related to these goals.

Inservice Strategies

Recent evidence suggests that the majority of today's handicapped students will enter adult lives of unemployment and underemployment. Further evidence links this problem with limitations in the career and vocational preparation provided to handicapped students. How is it possible that schools are contributing to this problem? The educational commitment to serve as placement offices, and provide individualized educational planning are all supposed to help ensure that the educational needs of handicapped students are met. Programs ranging from home economics, industrials arts, vocational education, special education and academics should be helping to prepare handicapped students for adulthood. The opportunities and services seem unlimited.

However, there are limitations. One major limitation is the low level of communication and cooperation between the different fields and programs that can contribute to career/vocational education for handicapped students. The unfortunate fact is that often the only link between these programs is the student.

We wonder why career development does not occur from elementary through secondary grades, when in fact the educators who work with handicapped students at these different levels rarely communicate with each other to fomulate developmental curricula. We wonder why handicapped studetns are not better prepared to enter regular vocational education programs. The special educators who may work with these students for years, rarely visit vocational programs to determine the educational demands of such programs. We wonder why vocational education teachers are not more effective in working with handicapped students, when in fact these teachers rarely communicate with special education teachers who may know these students best. And we wonder why some some handicapped students have difficulty succeeding in post-school employment, when in fact there is rarely any linkage between educators, employers, and the nonschool agencies that serve the handicapped adult. In short, we wonder why handicapped student are unable to "put it all together", when in fact we as educators are unable to "put it all together" ourselves. (Malouf et. al. 1983)

Developing interdisciplinary cooperation is the key to providing all the skills needed for handicapped students to be well prepared for the world of work. Special education, vocational education, industrial arts, regular education teachers, and counselors all possess unique skills and expertise that when focused on students' unique strengths and needs can help them take all the necessary steps to become employable.

Designing and delivering inservice for such a diverse group of professionals can be demanding. Recognizing this, the U.S. Department of Education funded a major initiative in inservice education in career/vocational education for the handicapped. (Taymans and Hagerty, 1981).

The major training strategy reported was the formation of some type of communication network for the interdisciplinary team. Providing the opportunity for professionals from divergent areas of expertise to interact and better understand each other is a first step to broadening services for handicapped students. Most projects used a problem-solving approach to training. The problem focus could be on an individual handicapped student, group of students, or system-wide need. Generally, such problems were explored by interdisciplinary groups of trainees whose individual perceptions and expertise could serve to complement each other.

Promoting interdisciplinary communication is an excellent initial goal for inservice training. Some caveats are in order, though. There is more to interdisciplinary communication than getting different professionals together and having them discuss issues.

Professionals from different disciplines often have very little understanding of each other's roles and responsibilities. This may lead to misconceptions, negative attitudes and turf protection. For example, it is very possible that an industrial arts teacher may perceive a special education teacher's job as relatively easy. The special education meets fewer students per class period and perhaps has fewer assigned teaching periods. Likewise the special education teacher may think that the industrial arts teachers have it made because they have students working on projects and hands-on activities which students find motivating. Having these two such teachers sit down to discuss how mainstreaming can be better implemented in their school has the potential for unpleasantness. Malouf et.al. (1983) have proposed a five stage inservice training model for fostering interdisciplinary collaboration in career/vocational education for handicapped students.

Stage 1: Getting to know each other personally; Stage 2: Getting to know each other professionally; Stage 3: Becoming a team; Stage 4: Identifying Major Needs In Career/Vocational Education for the Handicapped; Stage 5: Developing and Implementing Solution Strategies. (pg. 6-7)

Inservice will be most effective when teacher from different disciplines in a school are together for the inservice. Giving them time to get to know each other personally and professionally is the first step to building effective interdisciplinary collaboration.

Suggested Objective and Teaching Procedures

General Objective. Participants will be able to identify and discuss prevocational/vocational issues relevant to their teaching situation.

Specific Ojbectives. By the end of the session participants will be able to: 1. List two non-professional interests of a fellow participant; 2. Discuss how special education, regular education and vocational education, and vocational education course offerings can be better integrated to help reinforce prevocational and vocational skills; 3. Describe how they can better work with other professionals in their school to improve the delivery of career/vocational services for handicapped students.

Teaching Procedures

1.0 Have teachers interview and introduce each other;

1.1 Pair participants with someone from a different department than theirs (preferably from the same school);

1.2 Have participants discuss personal interests and hobies and ask them to find two similar out-of-school interests they share;

1.3 Have participants introduce their partners to the group;

2.0 Describe a method whereby pairs of teachers can share their major units of study and discuss how they can better prepare handicapped students to be successful in prevocational and vocational course offerings;

2.1 The vocational/prevocational teacher writes down his/her major units of study for each marking period in the right hand column;

2.2 The vocational/prevocational teacher and the special education basic skills teacher discuss what entry level skills are necessary for the student to succeed in the units;

2.3 The special education/basic skills teacher writes down activities that he/she can do in the special education/basic skills class to help students attain the entry level skills needed for success in the vocational/prevocational class.

3.0 Describe the components of prevocational education and give examples of cooperative efforts from the preceding reading;

3.1 Have participants choose one of the 5 areas they think are particular to their situation and target 2 strategies they can implement;

3.2 Have participants target one professional from a different department with whom they can plan and implement this strategy;

3.3 Have participants develop an action plan with a time line for implementation of the interdisciplinary project.

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The Development of Competency-Based Horticultural Instructional Materials for Handicapped Students Enrolled in Regular Vocational Programs

Connie D. Bagget

In a land where the freedom of choice is worshiped, it was only right and proper that this same freedom be extended to the handicapped population. Although the constitution applies to all citizen, it was not until the passage of Public Law 94-142 that proper attention was given to the education of our handicapped population. Prior to the passage of this law, the plight of the handicapped population was a skeleton in our closets. According to Cartwright, Cartwright and Ward (1981, p. 2.), efforts to focus proper attention on the handicapped population occured as far back as 1843 with Dorothea L. Dix. She crusaded for human rights, presented moving speeches, and implored the legislature to concern it self with the plight of "insane and idiotic persons." Through her efforts and those efforts of her followers, proper and needed attention has improved the situation of handicapped persons.

In 1975, Congress passed into law the Education of all Handicapped Children Act (P.L. 94-142). This Act mandated that all physically, mentally, and emotionally and sensorly handicapped children be provided with the opportunity to receive a free appropriate public education (Somonson, 1980, p.1). This Act was reinforced and expanded with the passage of the Education Amendment of 1976 (P.L. 94-482). The 1976 Act defined the different handicap categories who require special education and related services and because of their handicapping condition cannot succeed in the regular vocational education program without special assistance. Congress also allocated over 500 million dollars to educational agencies to operate programs for the handicapped population (Simonson, 1980, p. 1).

In addition to the aforementioned legislation, the Vocational Rehabilitation Act of 1973, Section 503 and 504 guaranteed that all handicapped persons shall have equal access to all programs, jobs, and housing (Cartwright, Cartwright, and Ward, 1981, p. 3). Thusly, educators were legally bound by law to open up their facilities and programs to the handicapped.

Background

As the need for vocational training became more recognized, more tax dollars were invested in vocational programs. Likewise, vocational educators were held increasingly accountable for their actions in meeting the needs of the handicapped.

Much effort has gone into meeting the needs of the handicapped population. Greenwood and Morely (1978) conducted a survey of agricultural teachers in 1981 throughout the State of Pennsylvania to quantify handicapped students in vocational agricultural programs. They found that 48.9 percent of those students mainstreamed in the vocational agriculture programs were learning disabled. When teachers were asked to rate their competency to work with handicapped students, only 8.7 percent felt they were competent.

In a follow-up to this finding, Mallilo, Baggett, and Curtis (Status of Pennsylvania Special Needs in Agriculture, 1982) indicated that little or no materials are available for use with handicapped students enrolled in regular vocational agricultural programs. An overwhelming 73.4 percent of the teachers surveyed substantiated this finding. Moreover, only 4.5 percent of the teachers attempted to modify regular materials for use with handicapped students.

The findings of phase one of the above mentioned study conducted in 1981 indicated that 21 percent of the teachers of secondary school horticultural programs worked with handicapped students. Some programs have had as many as 10 students classifed as handicapped. The major complaint of these teachers has been the "lack of teaching materials" appropriate for use with these students.

Methodology

Once an outline of project activities was planned, an advisory committee was established to aid in the completion of this project. The advisory committee made minor changes in the plan of operation for the project. Further, advisory committee felt that the project should be accomplished in four phases: 1) survey other states to obtain materials already produced that would be appropriate for horticultural students, 2) survey teachers within the state to determine if appropriate materials already exist (modified and/or teacher made) and to determine areas of need, 3) survey horticultural businesses to determine if areas of needs are really relevant to employment needs, and 4) produce instructional material in the identified areas.

To accomplish phase I, land-grant institutions in each state were identified from the Agriculture Teachers Directory (1983). Each department of agricultural education was contacted. In some cases, these departments referred contact to departments of horticulture or instructional material services for that state. A total of 50 such contacts were made to acquire the appropriate horticultural materials.

Phase II was accomplished by constructing a survey instrument with questions relevant to answer predetermined questions. Additionally, tasks and skills were extracted from the National Agriculture Occupations Competency Study, (McClay, 1978, p. 405). These tasks ranged from personal communication skills through horticultural mechanics skill. The survey instrument was then mailed to all horticulture teachers listed in the Directory for Vocational Education in Agriculture in Pennsylvania (1982-83). The obtained information was then summarized and parts presented to the advisory committee. Nearly 70 teachers received this instrument.

Phase III involved having employers, owners, and operators review and rate the tasks listed on the teacher survey instrument. Twenty-four businesses were identified and were mailed the employer instrument. Surprisingly, only seven employers returned the instrument. A telephone follow-up indicated that the instrument arrived at their peak business season (early spring) and activities did not permit time to respond to such a lengthy survey form. Consquently, reported findings represent only an indication of employer ratings.

The last activity for the project (phase IV) was the development of the student usable manual. Existing departmental materials were modified and refined for use with learning disabled and upper level educable mentally retarded students. The advisory committee felt that a fourth grade reading level would be most appropriate for both categories of students mentioned above. Additionally, much materials were produced by personnel working with the project. All materials revised and produced were organized into a manual for student use.

Findings

To aid in the completion of this project, a small amount of data was collected, analyzed and used. This section will review the findings.

The number of special needs students mainstreamed into vocational agriculture classes are important in the efforts of this project. Collected data from vocational agriculture teachers revealed that about 42 percent of all special needs students in their programs were classified as learning disabled. These data are reported in Table I. Likewise, 25 percent of the mainstreamed students were classified as educable mentally retarded. These two categories accounted for about 67 percent of the total reported.

Percent of Handicapped Students Mainstreamed

Into Vocational Agriculture (Horticulture) Programs

Percent	Classifications
42	Learning Disabled
25	Educable Mentally Retarded
4	Visually Handicapped
8	Emotionally Disturbed
7	Physical or Health Imparied
10	Speech Impaired
1.2	Deaf or Hearing Impaired
2.8	Others

As shown in Table 2, there were an average of 3.3 learning disabled students in horticulture programs across the state. Also, the data indicated that there were an average of 1.2 educable mentally retarded students per program. Other handicap classification yield averages less than one student.

Table 3

Mean Number of Handicapped Students

Mainstreamed Into Horticulture Programs[a]

Classification	$\bar{x}$	SD	Max. No.
Learning Disabled	3.310	2.48	8
Educable Mentally Retarded	1.214	1.73	7
Visually Handicapped	.333	1.03	5
Emotionally Disturbed	.414	.78	3
Physical or Health Impaired	.467	.73	3
Speech Impaired	.567	.94	4
Deaf	.300	.70	3

[a] Average class size was 17.742 with a standard deviation of 4.7 and a maximum number of students equalling 30 reported

Very little materials thought appropriate for horticulture students were reported by horticulture teachers. Telephone contact with land-grant universities throughout the country identified very little more information. Table 3 summarizes the activities of other states in developing horticultural materials for handicapped students. It must be emphasized that other states were mainly concerned with curriculum type materials.

Results

The data gathered and discussed in this project was used in producing a manual for handicapped students classified as learning disabled and/or higher level educable mentally retarded. The manual is titled, Basic Job Skills in Horticulture -- Things You Can Do. The major components of the manual are messages to students and teachers, skills evaluation sheets, and task sheets covering each task.

The task sheets are grouped into nine sections. They include greenhouse crop production, nursery production, landscape maintenance, landscape construction, turfgrass, flower shop operation, floral design, garden center, and horticulture mechancis. Each section has several task sheets covering the lower level or routine job skills. The task sheets themselves are descriptive and prescriptive with drawings to help students better understand the task and how it is performed.

Recommendations

This project ended with a manual covering basic skills in horticulture. However, this manual only represents a grain of sand in a mountain of things to be done in educating the state's handicapped students. Much more work needs to be done just in horticulture to produce the necessary materials for teachers of these populations. Teachers and employers have identified many skills that are appropriate and worthy learning activities for the learning disabled and higher level educable mentally retarded students.

It is strongly recommended that a concentrated effort be directed toward producing student usable materials for the handicapped students. If these handicapped students are to assume productive and useful roles in society, then the least that can be done is to help them acquire the relevant job skills necessary for employment. The manual can obtained by contacting the presenters.

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Will They be Ready for Graduation Into The World of Work?

Valerie H. Kirkpatrick

Several years ago, with a new assignment to teach intermediate self-contained learning disabled students, the writer searched for appropriate materials to help 12-14 year olds begin to look realistically at the world of work. The need for realism was apparent. An informal survey was conducted to answer the question, "What do you think you might like to do after you leave school?". Standard answers were obtained: "I want to make a lot of money," and it's more positive and assortive variation, "I'm going to make a lot of money."

The more down-to-earth respones were either, "I'll be an auto mechanic because my uncle is," or I"ll work for this friend - he said he'd give me a job." While more acceptable answers, they might also just be the easiest approach to unknown lands of career planning and job hunting. Contempory males can expect to work 40-50 years and the average work life of women of 25 years. Ones' first job could become a habit and not the one most desired, but was available. How much better it would be to try for the ideal job, work that one would really like to be doing (even if no one paid for the work).

Search for Materials

The search for materials to help students find those ideal jobs and careers led to booklets, worksheets, posters, tapes, and an occasional filmstrip. Most materials covered skills too quickly for learning-disabled students to absorb, or they began with exploration of specific careers, which seemed too advanced for students who thought making money was all there was to a job.

Eventually this author concluded that she develop her own curriculum. The objectives of that curriculum are displayed in Appendix A. With younger students, more time should be spent on the first two sections and, with older students, the last two sections.

Training in Decision Making

Everyone can benefit from training in decision making. The program referred to was written before this writer had learned that. After discovering the omission, it was decided the process should not be reduced to paper. It needed to be an integral part of everything we did so that it would become a habit.

This paper describes the kinds of skills to include as one teaches this curriculum and the adaptations that will help students of varied handicaps and ages. The program described has been used four years with 7-12 grade learning disabled, emotionally disturbed, and mildly mentally retarded students in Fairfax County, Virginia.

It is well known that handicapped students suffer from low self-estem. If they understood themselves better, they might find it easier to think well of themselves. Self-assured adults who have had to work for their positions and defend their egos know who they are, what is important to them, and where their strengths and weaknesses lie. Adolescents are just learning, and handicapped adolescents who are becoming fully aware of their limitations tend to overlook the good within themselves. Unfortunately, if they don't value themselves, few others will. The self-awareness section of the curriculum is designed to help students appreciate that each of one them is unique and special.

Describing oneself is difficult for shy adolescents; it is often easier if there is a model. One day this writer brought a lunch bag filled with symbolic items that described herself: a spool of thread, statue of a dog, book mark, miniature copy of a recently obtained special education degree, swimming card, and asked the students to describe me. The activity was puzzling, intellectually stimulating, fun, and productive of both very accurate and very inaccurate conclusions.

Soon some of the students were discussing what they would have to put in their bag if they brought one. That could have gotten out of hand; they were asked to make a collage describing themselves. A little censoring was needed on some, but the end results made one of the best bulletin boards the class had all year.

Choosing areas of study and materials to use in career education involves the teacher's philosophy and values - what that person thinks life is. The writing of curriculum should be fun, and this is probably most apparent in values clarification activities. Teachers have often said they enjoy doing these with their students. The activities require deep and careful thought from every participant, and no one has to be proven right or wrong. S.B. Simon's materials are adaptable for these activities, and original materials also serve well. The hidden agenda was to force choices from the students to get down to essentials. Our world is complex and this writer wanted students to think about what really mattered most.

The activities of describing who they are and what is important to them needs repeating every year. Students are growing rapidly, and the description of oneself that was perfect in October may not apply too well by next October, or even by May.

Exploration of Careers

Once students have developed a picture of who they are at that point in time, then exploration of careers for this special person is appropriate. Here it is easy to be sidetracked into the first interesting looking career that appears, or into one which is already familiar. Teachers can deter this tendency by training students to go through the steps of decision making. The process can be shown as a list on paper, but it needs to be practiced over and over in life to become real. Decision-making materials show a list of from five to twelve steps, with carrying titles, but all cover the following points: recognized need for a decision or goals, gathering of information programming alternatives and anticipation of consequences, of each weighing the choices, making a decision, living with that your choice should be implemented, which may require making a list of sequential steps to be taken.

Some students avoid decisions by just drifting. This will become a major life problem as early as the day of high school graduation. Teachers who have ever worked with seniors, know this. Efforts must be made to break this habit. If decision making is part of the teachers' agenda for the classroom, it can be practiced many times during a day.

In the area of career decision-making, parents should have input. Students should make the final decisions. As students explore careers in general and specific jobs in which they have special interest, parents are invited for discussion of the choices. Parents welcome these meetings as a chance to come to school when there isn't a problem. Students enjoy the conferences because they are the most important person there. Teachers enjoy the meetings because of insights gained into parent-student relationships and into student aspirations.

Commercial Materials

Commercial career education materials today provide ample resource for studying many specific jobs and careers. However, they often do not provide orientation to the working world as a whole: why adults work; what jobs contribute to society; how businesses interact with each other and with the government; and other kinds of information that help students understand how the world runs. Activities that teach through utilization of this kind of information require research in the community. It calls upon students to contact community members about jobs, businesses, laws or regulations, which provide them with relevant practice in reading, writing, speaking, planning, organizing, problem solving, and social contact. While students may not consider this schoolwork they will find themselves practicing textbook skills.

As students begin exploring jobs, assessment of their aptitudes, skills, and interests is valuable. Each school system may have its own preferences; the Harrington and O'Shea System (1978) for older students and the Cutler, et. al. (1974) system for younger adolescents have worked well for this writer. They have been used with high functioning mentally retarded students as well as with learning disabled and emotionally disturbed populations, but a picture assessment such as Jastak and Jastak (1979) may be more accurate for many retarded students.

Besides commercial materials which help students explore careers, other proven sources of information include federal and state government publications, parents, friends - yours and the students' working friends, other teachers with an interest in career education, the school's guidance counselors, and the local business community. Experience has shown that many people wish to help; the teacher's role has become one of coordination and liaison.

Keeping a log and file

When this curriculum was taught to high school seniors, a log and file were kept of each student's questions, phone calls for information, letters written and received, parent conferences, conversations with key people, information about training programs, scholarship data, addresses, and many other pertinent items. All students has access to their own logs and files at any time, and the files were consulted frequently. Shortly before graduation, the files were put in order and given to the seniors to keep. On the inside cover a list of "next steps" was made for those students whose summer and/or fall plans were not settled. The students developed a very positive feeling about this planning for a very personal future.

Summary

Mentally limited students need to go through the same processes of career exploration as other students, if they are not to be placed in jobs resulting from decisions forced upon them. But the more abstract reasoning tasks will have to be omitted and the curriculum must proceed slowly with sufficient repetition. Emotionally disturbed students need to be monitored so that their responses and activities reflect realistic this information can help participants of the IEP meeting to develop realistic vocational goals for the student.

6. Organize a committee of special educators, vocational educators, and vocational evaluators to outline prerequisite skills needed for each vocational area.

7. If vocational resource personnel are available in your school system to assist students once they are placed in a vocational program, develop collaborative efforts and continue related instruction in the classroom. If vocational resource person to vocational instructors. Suggest ways to modify materials, use peer tutoring, and try alternative methods to testing for specific students.

8. Special educators and guidance personnel should develop a contact person at the Division of Vocational Rehabilitation if it appears the student will not be job ready by the completion of high school. The information from the student's Individualized Education Plan and results of the vocational evaluation can be incorporated into an Individualized Written Rehabilitation if it appears the students will not be job ready by the completion of high school. The information from the student's Individualized Education Plan and results of the vocational evaluation can be incorporated into an Individualized Written Rehabilitation Plan (IWRP) when necessary.

Occupational Exploration and Readiness Skills

Occupational exploration and readiness are important components of secondary career education programming. The purpose of this phase of career education is to make students aware of their interests in relation to diverse job possibilies so they can develop the specific skills needed to obtain a satisfying job. The objectives outlined in the world of work component of Project BASIC are closely related to vocational programs and career education. The major goals for instruction in the world of work are understanding the relationship between personal interests and abilities and work and applying career planning and decision making skills. Many of these activities may be coordinated with vocational assessment services if they are available at your school.

Brolin (1978) divided this skill area into six general competencies needed by handicapped students.

1. Knowing and Exploring Occupational Possibilities. Students need to learn about the wealth of jobs that are available both in their community and in general. Teachers need to help students systematically learn about the world of work and how their interests and abilities relate to jobs. This should be done in a variety of ways. "Field trips, community speakers, summer work experience, state employment service, films, and literature must be made available in a concentrated fashion." (Brolin, p.8).

2. Selecting and Planning Occupational Choices. Many important decisions are made during students' adolescent years that affect the rest of their lives. The secondary courses that students take will certainly affect their ability to meet differing job demands. Students need time to learn about themselves, identify their interests, and experience different jobs so they can determine what school experiences will lead them to a job they would like. A number of school systems have incorporated "job shadowing," "job sampling" or work experience

thinking. Some learning disabled students need this same monitoring and many will require repetition of some tasks.

Focus on one objective or one skill at a time is helpful to all students. This was a major problem with commercial materials. They moved so fast that, in effect, students would be covering more than one objective at a time. In the area of career education, this is particularly inappropriate. The search is personal and cannot be rushed.

Career education must be an individualized program. Mature students may leave the early lessons quickly. Less mature students need ample time on self awareness and values clarification.

As recently as the early years of the twentieth century, children grew up close to the world of work. Many people lived in small towns or on farms, and work was all around them. Today most parents commute several miles to work. Many children do not learn just how their money is earned. Specific teaching in school is not a luxury but a necessity. Life styles of different occupations and conditions on the job that affect satisfaction and comfort need to be understood. We can help our students plan for work so that job satisfaction will not be accidental but reasonably certain.

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Appendix A

Section I - Self-Awareness

Objective: The student will develop increased awareness of his/her strengths and weaknesses and how these affect successful career choices.

Lesson Objective: To help the student with self-evaluation in his/her present work role as a student.

Lesson Objective: To help the student evaluate individual strengths and areas for improvement.

Lesson Objective: To have the student discover in familiar activities environmental and personal factors that he/she should seek or avoid in a career choice.

Lesson Objective: To focus on the importance of school-learned skills in the world of work.

Section II - Values Clarification

Objective: The student will develop increased awareness of his/her values, goals, and needs and an understanding of the extent to which each of these may be satisfied by one's vocation.

Lesson Objective: To increase student ability to differentiate between essentials and non-essentials of his/her life.

Lesson Objective: To help the student discover what is most important to his/her life.

Lesson Objective: To increase the student's awareness of life activities that are most important to him/her.

Lesson Objectives: To help the student understand there are many kinds of needs that must be met to make life satisfying.

Lesson Objective: To help the student clarify characteristics and skills of individuals which are of value to society.

Lesson Objective: To help the student evaluate significant others in his/her life.

Section III - CAREER AWARENESS

Objective: The student will develop increased understanding of demands and conditions in the world of work.

Lesson Objective: To help the student define his/her goals and relate them to a career.

Lesson Objective: To focus student thinking on broad aspects of a work environment.

Lesson Objective: To present alternative job structures from which choices can be made.

Lesson Objective: To increase student awareness of the skill and attitude dimensions of familiar jobs.

Lesson Objective: To give the student practice in managing time and handling pressure on a job.

Section IV - CAREER ORIENTATION

Ojectives: The student will practice skills needed for entry to the world of work.

The student who has not yet chosen a creer field will begin to focus on careers which may be appropriate for his/her unique interests and aptitudes.

The student who has made a career choice will begin to develop a plan for preparing to enter that field.

Lesson Objective: To help the student define his/her goals and relate them to a career.

Lesson Objective: To focus student thinking on broad aspects of a work environment.

Lesson Objective: To present alternative job structures from which choices can be made.

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Section IV - CAREER ORIENTATION

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The student who has made a career choice will begin to develop a plan for preparing to enter that field.

Lesson Objective: To give the student practice in understanding and responding to want ads.

Lesson Objective: To instruct the student in appropriate be havior during a job interview.

Lesson Objective: To help the student learn useful information about an occupation of personal interest.

Lesson Objective: To help the student organize his/her knowledge about an occupation of personal interest.

Lesson Objective: To guide students to learn more about the occupation in which they are interested.

Model Alternative Program Within the Vocational Setting for the Emotionally Disturbed

Raymond J. Bielicki

In 1975, a need was identified in Salem County, New Jersey, for an alternative educational program to sIrve emotionally disturbed secondary students. Local school districts were faced with the problem of either developing costly alternative programs within their own boundaries or to transport students long distances to private sector institutions. However, in many cases these facilities were not specifically designed to meet the needs of the emotionally disturbed population and they presented cost-effective concerns in terms of transportation and tuitions.

Based on this critical need, the Salem County Board of Vocational Education was prevailed upon the develop a program not only to meet the academic and social needs of vocational education instruction. The Board was chosen as it was already providing recognized quality special needs vocational education. The program was entitled A.D.V.A.N.C.E., an acronym which stands for Alternative Design for Vocational and Necessary Cognitive Education. This program is currently under consideration for national validation. It provides for academic development, vocational training, and behavior modification, and is operated as a separate entity within the County Vocational School system for Salem County, New Jersey.

Population Served

Although initially designed to serve the emotionally handicapped population at the secondary level in the single county of Salem, the program now serves a tri-county area of over 1,200 square miles with a population of approximately 400,000 people. Of the students served, 25% live in an urban setting, with 75% residing in rural areas. Approximately 82% of the students served come from economically depressed families with the remainder of the students having lower-middle and middle income ratings.

All students in the program have been evaluated and classified by at least a three-member Child Study Team as being emotionally disturbed under the educational statutes of the state of New Jersey. These students have been referred to the A.D.V.A.N.C.E. Program as the least restrictive environment appropriate to their classification and individual need under the intent and mandates of Public Law 94-142. Specifically, these students have been excluded from the regular secondary programs of the comprehensive and vocational training schools. Since twenty-four hour residential placement is not the most appropriate least restrictive environment for these students, the alternative highly structured day program was designed to address behavioral and social modification required for these students to function in the community. Some of the characteristics of the students in the program include court ordered placement, the potential for incarceration, probation status, foster home placement, chronic truancy, and a high propensity toward violations leading to school suspensions.

Behavior Modification Management Program

With the prime goal of the program was to develop modify social behaviors needed to complete academic and vocational training and to facilitate a return to the mainstream of secondary educational programs, a sophisticated system of behavioral management was incorporated into all program components. Essentially, this element was based on the assessment and high frequency monitoring of five targeted behaviors for each student during the entire school day. The five targeted behaviors identified as those necessary for minimum functioning within the educational environment, are represented by the acronym CHADS. The acronym stands for Cursing or verbal acting out, Hitting or physical acting out, Assigned area or staying within the physical limitations of the training area, Daydreaming of disrupting, and Staying on the assigned task. Lack of violations in these five targeted areas are recorded on a fifteen-minute frequency for each student by the teacher or classroom aide. This data is further converted into a point system which provides for immediate gratification on a daily basis through rewards of consumable items, along with options that are designed to encourage long-range gratification toward more desirable non-consumable items.

Through this high frequency of daily interaction, positive patterns of behavior are developed leading toward conditional and full mainstreaming status. The management system is further augmented through a timeout room that is used for the purpose of addressing preventative behavioral controls and a crisis assignment room. The crisis or workroom is an inhouse disciplinary center where students are removed from the regular classroom environment. Assigned point point levels must be earned by the student for the opportunity to return to the classroom.

The reinforcement system is further amplified by three levels of field trips from tours of local points of interest to attendance at professional sporting events. To provide for immediate feedback to students, individual points and behavioral levels are posted at the individual's learning carrel showing daily, weekly and monthly development through charted graphs. Crisis and therapeutic counseling is also integrated into the program for each student by the district's Non-traditional Child Study Team.

Curriculum (IEP Based)

Up to eight students are assigned to a class with one teacher of the handicapped and up to eleven students may be assigned with the addition of a classroom aide. Students receive individualized instruction at their individual learning carrel work stations. On a weekly basis, lesson plans are developed for each student based on the goals of their Individualized Educational Plan (IEP) in communication, computational and social living skills. In addition, students receive extensive training in prevocational and vocational development, along with a recreational/physical development program. Based on individual weekly lession plans, students progress through a multitude of skill levels using a wide variety of instructional materials identified for their personal academic needs. Further, all students complete pre- and post-testing in five standardized tests covering communications and computational skills that are used to independently assess achievement on a yearly basis.

Staff and Supportive Services

Within the academic and prevocational areas, all staff are certified as teachers of the handicapped. Based on their experience with the emotionally disturbed and socially maladjusted populations, pre- and in-service training is utilized to emphasize the unique aspects of the Behavior Modification System and overall design of the A.D.V.A.N.C.E Program.

As a major supportive unit, a Non-traditional Child Study Team provides significant services in the form of crisis and therapeutic counseling, teacher consultation, student tracking, parent and community liaison, student testing and assessment, and in-service development. The Non-traditional Child Study Team represents a unique supportive unit in the vocational and special needs education setting. Functioning outside of the traditional diagnostic role, the Non-traditional Child Study Team helps to implement IEP's of all classified students within the school district and assists toward the vocational development of all students. The team's value is further noted when deficiencies in IEP's are found. For example, if a more complete or appropriate educational need is identified, the Team can act to assist with a program modification.

Vocational Orientation, Training and Mainstreaming Mechanics

There has been some difficulty in effectively integrating emotionally handicapped students into a vocational education special needs employment orientation and regular vocational training program. The design of A.D.V.A.N.C.E. has, however, allowed for a positive level of success in this area.

For all first year A.D.V.A.N.C.E. students, a daily period of prevocational training is provided in which orientation to basic manual, power tools, and compliance to occupational safety takes place. Within a small group setting under the supervision of an instructor and shop aide, vocational progress and aptitudes are assessed. In addition to hands-on-development, the students complete formalized vocational assessment through systems involving the Singer System and COATS (Comprehensive Occupational Assessment and Testing System).

After the first year, or sooner when practical, students are mainstreamed into vocational training programs for the district's special needs population which is conducted under a dual staffing arrangement involving both vocational and special needs teachers. In this program, occupational training is conducted by a vocational instructor and a teacher of the handicapped functioning jointly in a team teaching situation within the vocational environment.

Based on aptitude, vocational adjustment, and behavioral development, students are further mainstreamed into regular vocational training programs. This ultimate mainstreaming is based on a quantitative measurement of behavioral expectancies previously identified for program success. Under the mechanics of this system, all regular vocational training programs were measured in reference to the five targeted behaviors used at A.D.V.A.N.C.E. As an example, the Cosmetology Program may have a behavioral expectancy level of 90, while the Carpentry Program will have a level of 85. As students are assessed toward mainstreaming in either of these programs, their daily average behavioral levels are matched to that of the programs in addition to their interests and aptitudes. As an example, should the student be at the 85 or above level, the student could be considered minimally qualified for the Carpentry Program if aptitude and the individual vocational profile were also compatible.

Educational Significance

Successful demonstration of the educational services of the A.D.V.A.N.C.E. Program has been shown under the mandates of Public Law 94-142 relating to the least restrictive environment appropriate to classification and individual student needs. However, more significantly, this program represents a successful model to address the unique difficulties presented by the emotionally disturbed within the traditional education setting. This has been achieved by successfully integrating several components which include an effective system for behavioral modification, prevocational development, the use of joint special needs and vocational staff instructional teams, quantitative based mainstreaming, and supportive services by a functioning Non-Traditional Child Study Team. In addition to serving the academic and vocational needs of this special population, the program has further been demonstrated as being cost effective. Because this is a validated model program, school districts with a need to deliver a viable program for this population that addresses behavioral adjustment, academic development, and vocational training, can realistically consider such a program utilizing existing facilities and staff with significant budgetary advantages.

School districts wishing to review or pursue adoption of the A.D.V.A.N.C.E. Program or its components may have access to the

Administrative, Behavior Modification, and Curriculum Manuals of the program by contacting the Salem County Vocational-Technical Schools, 172 Salem-Woodstown Road, Salem, New Jersey 08079.

Program Overview

A.D.V.A.N.C.E., located within the Salem County Vocational-Technical School District, is a national-validated model program that provides full-time academic and vocational training to secondary age students with emotional handicaps.

The ultimate goal of the program is to develop social behaviors so that students can complete academic and vocational training and return to regular programs in the comprehensive high school and vocational areas.

Program Characteristics

A . Briefly, program services include individualized instruction whereby daily activities are individualized for each student based on individualized educational plans (IEP's).

B. All classes with a single instructor have a maximum size of 8 students, or to 11 in a class with teacher and aide.

C. Daily use of a formal system of behavior management to insure student success in all activities whether academic, vocational, or recreational.

D. Direct services of an in-program Child Study Team which provides counseling, testing, and constant parent liaison and communication.

Mainstreaming Toward Advanced Programs

All students in the Program receive vocational and career assessments to prepare and train students for ultimate job placement and post high school careers. Beyond the first year in the program students participate on a daily basis in vocational training programs which reflect 24 throughout the county vocational school district. However, in most cases students receive basic skill training at the H.D. Young Vocational Center with further advanced training in the Career Center occupational areas. A basic orientation for vocational training the first year in a prevocational program with emphasis on tools, machinery, and occupational safety.

Instructional Areas

All training in the program is based on the individual needs of each student and measured through standardized testing at both the beginning and end of each school year. In addition, progress record and report cards provide indicators of student development. Emphasis within the curriculum includes communication skills, computational skills, social living skills, prevocational training and assessment, and recreational development.

Multi-Modal Teaching Approaches

Jean F. Morciglio

Monique, an eighteen year old learning disabled student, had enrolled in an Economics 101 course. The course met right after lunch in a warm, bright room where a low humming sound could be heard. The instructor was a conscientious lecturer who provided an outline of the material to be covered in class or followed the textbook chapter organization to allow for easy notetaking. He lectured exclusively from behind a podium, with little use of visual aids. When Monique came to ask for assistance, she felt that the material was well presented in the class, but that she was easily distracted and missed information. She concluded that her short attention span was interfering with her learning. Had not several other students from the same class expressed similar problems, she would have concluded that her learning disability was the problem.

Teacher Centrality

Of all resources available in the classroom, the teacher still determines whether the learning experience is stimulating, challenging, or simply forgetable. The teacher, as information broker, can use a microcomputer to challenge the student or can use it for electronic flash cards. The teacher as a mentor may encourage or discourage special needs students from continuing their education.

However, in order to reach a special needs student, a teacher must be able to present information in a style that is accessible to that student. Without some awareness of learning styles, a teacher, though caring and supportive, may not be able to get a message to student; the style of presentation may not match the learner's style.

Learning Modalities

Cognitive style is how an individual interacts with the information in his or her environments. Learning style refers more specifically to how one interacts with information in order to store it in short term or long term memory. The style that one learns with is not biologically set, nor is it permanent and unchangeable. It can be likened to choices in clothing; while one might prefer a certain style of dress, it would be appropriate to change styles when going from a school board meeting to a football game. Style is adjustable.

As in dressing, there are a variety of factors that compromise one's learning style: preferences for environment, lighting, noise level, best time for concentration, thought time, peer and instructor affiliation, preferences for qualitative or numerical material, and expectations for success. Learning modalities refer to the senses one relies on to bring in information. This is especially important to educators because many special needs students experience preceptual handicaps in one or more modality.

Table 1 lists modalities most often used at the post-secondary level.

Table 1

Post-Secondary Modalities

Sensory Intake	Learner Characteristic
Visual-printed	dependence on reading and writing
Aural	a listener; doesn't say much
Oral	a talker; learns through discussion
Visual-iconic	must have visual representation, not printed
Experiential	has to use or apply information

Teachers can provide reinforcement in any of these modalities in the ways listed in Table 2:

Table 2

Classroom Strategies

Visual-Printed	Visual-Iconic	Oral	Aural	Experiential
Textbook Reading	Model	Discussion	Lecture	Experiment
Magazine Article	Photo	Oral Report	Critical	Simulation
Reprints	Graphics	Committee Work	Question & Answer	Role Playing
Case Study Work	Blackboard	Buzz Sessions	Interview	Lab
Review	Bulletin Board	Debate	Singing	Problem Solving
Outline	Artwork	Tutorials	Storytelling	Field Trip
Diary Research	Diagram Exhibits	Dramatization	Comic Audiotapes	Field Placement
Creative Writing	Film		Recording	
Computer Exercises	Television			

Videotaping

Preferences for different sensory intake may lead to different transfer skills, according to a Buner, Oliver and Greenfield Study (1966), "auditory may lead to verbal thinking, kinesthetic may lead to figural or spatial thinking..." If this is true, the implications are that special needs students may have difficulties mastering concepts that are not in sensory modes they are not using. The simple process of attending the information may pose a problem for special needs students if they lack skills in any of the modalities.

Given the modality preference of special needs students, teachers can reinforce information in the different modalities.

But can an instructor expect to teach to an individual's modality? Obviously not, as a variety of preferences may exist such as when visually impaired and hearing impaired students are in same classroom. A more sensible approach would be to create a learning experience where information is reinforced in the major modalities that would be beneficial to all students.

A model for such a classroom would include the following directions:

1. In order to find out if there are any special modality preferences in the group, the first session should help identify the population. Some methods to do so are:
    - a) Administer a learning Style Inventory.
    - b) Have the students fill out a self-assessment form.
    - c) Spend some time discussing the topic in class, asking students to state their preference.
2. Encourage collaborative learning to reinforce oral and aural modalities. Utilize other students to assist in the transfer of information. Some methods are:
    - a) Suggest study groups.
    - b) Arrange tutorials.
    - c) Promote discussion during informal times, such as breaks, or in relation to current events.

3. Use a variety of modalities in class. Most classes are delivered in an aural (lecture) and printed (textbook) style. Apply iconic and experiential reinforcements for some topics.

4. Provide learners, especially adults, the opportunity to undertake an outside project in which they choose the modality they will use. For example, a linguistics course project may allow the student to:

   a) Prepare an oral presentation desribing non-native speakers.

   b) Write a paper about the concerns of non-native speakers.

   c) Interview and tape non-native speakers, or

   d) Draw a diagram notating the areas of articulation that are problems for non-native speakers.

5. Be aware of the physical environment and timing of the class. Anything that interferes with the senses can be bothersome to a student, especially if the student lacks skills in that modality already.

6. Try the SAGE model: Share, Apply, Generalize and Evaluate. Share ideas verbally (oral-aural), apply ideas to a working situation (experiential), generalize to broader topics (printed), and evaluate the worthiness of a concept.

Conclusions

An instructor can, then, create a learning environment that capitalizes on learning styles, helps special needs students, and promotes competency in all students. Awareness that learning style is flexible, but an important part of information intake, makes and instructor more effective. A computer is useful for reinforcing information in one or two modalities, but may not be helpful to all students. Teaching styles should include a variety of modalities if students are to have varied and well-rounded thinking skills.

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Job Training and Development for Special Needs Persons

Anne-Marie O'Brien

Successful job training and placement strategies are fundamental to the employment of special needs people. The Center for Occupational Awareness and Placement (C.O.A.P) in Chelmsford, Massachusetts uses many different techniques to reach the goal of employment.

C.O.A.P. is a vocational training program for special needs young adults aged fifteen to twenty-two. Students are referred to the program by Special Education Directors from the five towns which govern the Merrimack Special Education Collaborative (MSEC), of which C.O.A.P is a part. Appropriate candidates for the program are also accepted from surrounding towns.

Since its inception in September of 1979 through an ESEA Title IV-C Grant awarded to the Dracut Public Schools, the main goal of the C.O.A.P. program has been to provide students with intensive training to prepare them for a work setting and to enhance their ability to function independently in their environment. Acquisition of necessary skills for employment is emphasized in all facets of the C.O.A.P. program. As the majority of the students attending C.O.A.P. will have received basic life skill instruction in their previous educational settings, vocationally oriented topics can be stressed in the program which exhibits a "work/job" atmosphere to the "students/employees".

Job training is conducted in three phases (see Appendix A). In directed coordination with these phases, a student at C.O.A.P. receives instruction in vocational and educational living skills, functional academics and self-awareness. In order to offer opportunities for exploration and skill building in addition to those offered through community-based work experiences, C.O.A.P. began three of its own businesses: The C.O.A.P. Catering Company, Plant Maintence and Landscaping Company, and Small Business Management. To further expand the Program to reach larger numbers of students, C.O.A.P. also coordinates a pre-vocational franchise in a local high school, operates a work-experience program for high school resource room juniors and seniors, and supplies a job training placement project funded through the Massachusetts Office of Employment and Training.

C.O.A.P.'s accomplishments include being:

1. nominated for a National Voluntary Action Award in 1981;
2. validated by the state of Massachusetts in 1981 as an exemplary program and adaptable model; and
3. selected as a Promising Practice in alternative education by the Massachusetts State Department of Education in 1982.

Characteristics of a Good Training Program

There are very definite aspects of any "good" vocational training program. In this paper, emphasis is placed primarily on the on-the-job training (OJT) aspects.

A successful training program Must:

Offer a fair and reasonable amount of supervision and training.

As most personnel directors or business managers will tell you, they are already understaffed and are unable to expend any of their staff to train a new, unskilled worker. An offer from training program personnel one of their own staff work alongside and train the new

That offer must be carried out though. Many programs simply "drop off" the student/employee, and the employer is left to train and deal with any problems until a follow-up visit. This practice can give all training programs a bad reputation and sour employers from taking a risk again. If you can provide training, support and supervision - initially one-to-one with the student - and then maintain contact and support with the employee and employer, it will greatly increase the chance of success for the new employee and the receptiveness of the employer is approaching you with additional job placement needs.

Offer Diversity

Traditionally, vocational training programs for the special needs population offer competitive training and placement only in the food service or housekeeping field. Special needs persons have proven that they have many more skills and interests than those found in just those two areas. A program must be individualized to meet specific student needs or that individual will not be a successful employee.

Maintain communication

Although you may be doing most of the legwork, advocating for the student, and related job training taks, you are part of a Team. Not all team members have to be at the worksite; that is the reason for communication: keep it open and ongoing between the parents, employers, school personal, and necessary ancillary staff. It is important to remember that people work harder for the success of a person or a program that they believe in and are a part of.

be creative and innovative

Do not be afraid to try new approaches. Do not let people tell you to stick with proven success. What worked last week or last year may not work today. The most successful program administrators are those who are not afraid to change.

Provide extra help and on-one services

Staffing must be flexible. Know what you can and can not do. If you can not provide training on weekends, don't. Determine if the company can accomodate the student by not having him or her work weekends until they are fully trained and ready. If you can add an extra hour on to your schedule, then do it. Staff must be willing to give 100%, and sometimes more.

Identify yourself as a professional business

Business people are impressed by other business people, and that is what they want to hire. You don't want them to hire your students with the impression that they are "doing a favor for them." That will never be a growth position. Portray your students, yourself, and your environment as professionally as possible. Make business cards and handouts which you can circulate to prospective employers. Many jobs have been found because employers have had a chance to read handouts explaining various programs at their leisure.

Final comment regarding a successful training center: These six musts may look like more work for you, but they will generate a lot more successful placements for your students.

How to Get Students Hired: Job Development

The most important aspect of job development is - Attitude. Self-fulfilling prophesies occur everyday in this field. If you know your student can do a particular job, you will talk a little longer to reluctant employers to promise a little more training, convince them of you optimism. If you are told everyday that "Johnny can't do that" or "you'll never find a job for Mary," you should say " just wait," and then prove everyone wrong! Have confidence in yourself and your students and you'll find much more success.

Additional important components of successful job development are cited below.

Marketing

You may not like to think of your program or your students as a "product" to be marketed, but like any useful commodity, your students are products that deserve good advertising. Some successful marketing techniques are these: put out a professional newsletter consistently, one which is aimed at employers and portrays you as a professional resource. Contact your local Cable television station, they may provide free advertising, or do a "spot" on your program for a special occasion; have an Open House, invite people in; put news releases in your local papers; volunteer for community events; speak to clubs and organizations about your program; provide programs for special events, Advertise your program and students. Spread to good news around!

Making contacts

A big question at the start of any job development task is "how do I get my foot in the door?" The first step is - to knock on that door! Prepare a file folder with information on your program and attach a business card with your name and phone number on the outside. Visit a company: ask the receptionist for the name of the personnel director or the one directly involved in hiring. Try to speak with that person to arrange a time to meet and leave information so that it will be looked over before you get together. If you cannot speak with someone that day, leave you information, get a contact persons name, and call them within 3-4 days. If there's a new business opening in your area, welcome them to the neighborhood. Realize that it may be a busy time for them, but they also have more personnel needs during this time. Send follow-up letters thanking the person for their time (even if they did not hire). Add them to your newsletter mailing list, and send them letters every few months reminding them what your needs are. Your name should be on their desk monthly.

Matching the person to the job and the environment

Do not be afraid to turn down jobs. If the job is compatible with the students needs, they will be successful. If you try to mold a student to fit into an available position only for the sake of filling that job, you may have a face the situation of a dissatisfied employer and employee. It's better to be up front with an employer in the beginning - if you are honest and let them know that you have no appropriate candidates, they generally respect that and will call again with future openings.

Create a network

When you meet with someone in a business, ask if they belong to a professional organization you could speak to that may also be interested in your services. The more names you have, the further your visibility spreads. Explore your state resources: know people in your local rehabilitation agency and your local employment office. Find out about your local chapter of the National Association of Retarded Citizen (NARC), and contact the Office of Employment and Training for information on programs offered through the local Job Training Partnership Act (JTPA). All have resources for special needs persons.

Keep records

Log phone calls, letters, site visits, and any contact. This is beneficial in keeping track of when you should contact a company again, or how you contact is progressing.

Conclusion

When vocationally evaluated, special needs individuals will more often than not - not fit into a specific category measured by tests. They are then given a label: "unemployable". A program which enables teachers to look at the strengths of such individuals and design specific programming to utilize those strengths, may lead to pending many of them to be employable.

Let's Start All Over Again Teaching the Disadvantaged

Thisa G. Shiver

Teachers of the disadvantaged are continuously searching for curriculum materials and other resources to aid them in responding to the unique needs of disadvantaged students. One good place to one that's often overlooked-- is themselves.

Teacher - Counselor Roles

This presentation is designed to encourage those working with disadvantaged students to recognize that the initiation of learning rest not only on the teaching skills of instructors, not upon their curriculum planning or use of audio-visual aids, and not their lectures and presentations or an abundance of books, although each of these might at one time or another be utilized as an important resource. Carl Rogers (1969) feels that facilitation of significant learning rest upon certain attitudinal qualities which develop in the personal relationships between teachers and students. Rogers indicates that although such findings were first found in the field of psychotherapy, there was increasing evidence that shows these findings apply in the classroom as well, especially among the disadvantaged.

The disadvantaged student, when seen as a learner, presents a complex and continually changing picture. They generally perform below grade level, lack adequate attention spans, and passes a lengthy previous history of non-successes. The enter the classrooms with guaranteed frustrations and potential failure. A frequent accusation thrown at this type of student is that "they don't care."

Those working with the disadvantaged need to look beyond such surface behaviors. Their teachers may find it necessary to start all over again, or delve into the multi-dimensional nature of teaching. That is, assuming the role not only of teachers, but a motivators, planners, evaluators, disciplinarians, technicians and role models. Additionally, teachers of the disadvantaged must have the ability to relate to students. Relating involves caring. Being able to relate also includes a student-centered approach to teaching, personal flexibility, and willingness to assume the role of a "listerner" and even a counselor when necessary.

Carl Roger (1969) has listed three qualities he feels are essential for teachers and counselors to portray if they expect to develop relationships with students that facilitate learning. These qualities described in the following paragraphs, may be applied directly to the relationship between the teacher and the disadvantaged student.

Realness in the Teacher

It is felt, that perhaps the most basic of these essential attitudes is realness or genuiness. When teachers are viewed as real people, being what they are, entering into relationships with learners without presenting fronts or facades, he is much more likely to be effective. This implies that they come into direct personal encounters with learners, meeting them on a person-to-person basis.

Seen from this point of view it is suggested that teachers can be real persons in their relationships with students. They can be enthusiastic, interested in students, become angry, when appropriate, and be sensitive and sympathetic. By accepting these feelings as their own, these teachers have no need to impose them on their students. They can display approval or disapproval of student products without implying that the products are objectively good or bad, or that the students are good or bad. In this approach, teachers feelings for the product, a feeling which exists within themselves. Thus, they are viewed as persons to their students, not faceless embodiments of curricular requirements, nor sterile tubes through which knowledge is passed from one generation to the next (Rogers, p. 106). To be real is not easy, nor is it achieved all at once, for it is quite customary for teachers (rather consciously) to put on mask facades and to wear them during their school day. Teachers should remember that students, disadvantaged or not, are very perceptive. They are able to pick up messages from their teachers, and often interpret them as judgments about their own worth as individuals. Teachers can only be effective if they are real.

Prizing, Acceptance, Trust

Rogers (1969) cited another attitude which stands out in those who are successful in teaching, which again is very applicable to teaching the disadvantaged. it is described as prizing learners, prizing their feelings, opinions, and persons. It is caring for learners in non-possessive ways. The attitude conveys acceptance of students as separate persons each having worth in their own right. It is a basic trust--belief that these other persons are somehow fundamentally trustworthy. Teachers who have considerable degrees of this attitude can be fully acceptant of the fear and hesitation of their students as they approach new problems. They should also be acceptant of the student's satisfaction in achievement. Such teachers can accept personal feelings which both disturb and promote learning--rivalry with siblings, hatred of authority, concern about personal adequacies. It is an attitude of prizing learners as imperfect human beings with many feelings and potentials. Teachers' prizing or acceptance of learners are operational expressions of their essential confidence and trust in the capacity of their students.

Empathic Understanding

A third element cited by Roger (1969) is one where teachers have the ability to understand students' reactions from the inside, have sensitive awareness of the ways the educational process and learning occuring. The ability to standing in the shoes of others, of viewing the world through the students eyes, gives teachers opportunities to see what disadvantaged students may be struggling with and why they have negative self-concepts.

Conclusion

Teachers of the disadvantaged must realize that it is essential to "reach the students in order to teach them." This may be done by relating to the students--being a facilitator. Sometimes it means falling into the role of a sympathetic listener and frequently a counselor: these students are often seeking someone to talk to, someone who understands and accept them.

In order for teachers of the disadvantaged to be effective in promoting learning, they should adhere to Carl Rogers' (1969) three qualities which facilitates learning--realness, prizing, empathy.

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Work Evaluation Teacher Education: A Special Resource

Erv Napier

It is incumbent upon every public district to make available to special students as many resources as may be possible to insure their individual and collective successes in school. This incumbency, a legislated and, indeed, a moral obligation, has resulted in special resource centers, tutors, and many other educative mechanisms designed to support special students as they move through the public education systems across the county. The effectiveness of these resources is evident in the numbers of special students mainstreamed into and succeeding in more or less regular programs throughout the schooling process.

These successes, however, must not be limited to academic programs and classrooms. Vocational education must be available to provide special students with preparation for the world of work. And students enrolled in vocational education programs are entitled to the best available opportunity to find success in these programs. Efficient and effective work evaluation is an absolute necessity if vocational education is to fulfill its mission as a viable placement for special students.

Overview

Ohio is one of the states where a program has been designed to facilitate vocational education as a placement in which special students can find meaningful and appropriate successes in preparation for the world of work. The Ohio effort is called the Vocational 1st-Year Work Evaluation Teacher Education Program (its objectives are listed in

Appendix A). The purpose of this program is to provide needed and relative information to aid school personnel, parents, and students in making informed occupational choices for special students.

This program is concerned specifically with providing informed access into vocational education programs for two populations of students, the handicapped students and the disadvantaged students, by increasing the efficiency and effectiveness of work evaluation conducted in the school setting.

Traditional work evaluation is seen as being inadequate for serving the vocational education needs of school aged special students. These programs are generally concerned with out-of-school youth and adults. And the evaluations are conducted by individuals or agencies not fully knowledgeable of the locally available vocational education programs. Locally administered vocational programs may vary considerably from what might be expected because of variances in administration, philosophy, facilities, and instruction.

There is a need, then, to provide work evaluation that is localized to the prevailing conditions within vocational education programs, localized such that school aged handicapped and disadvantaged students may have access to the most appropriate vocational education programs. This access cannot be had without evaluators who are thoroughly knowledgable of the evaluation process, the nature and needs of special student populations, and local vocational program idiosyncrasies.

The Ohio Model

The Ohio model for vocational work evaluation teacher education makes it possible for specifically degreed persons to function effectively as work evaluators at the local school level. Persons coming into the program must have a bachelor's degree in one of five areas - psychology, special education, counseling, rehabilitation, or evaluation. Each degree experience offers specific advantages relative to testing and measurement, education, special populations, or evaluation. The program capitalizes on these strengths and supplements any shortcomings. Each person employed as a evaluator is required to have expertise with the work sample equipment to be used in the evaluation process. This expertise may be gotten by preservice training with the equipment manufacturer, special preparation at a college or university, or through onsite inservice given by qualified work evaluators. Additionally, the new evaluator must have knowledge of work as verified by twelve months of work experience not connected with education. Regardless of the background of the new evaluator, activities are conducted to insure that a thorough working knowledge of local vocational programing is obtained by the evaluator.

Each qualified new evaluator is employed by a local school district and is given a one-year temporary certificate renewable upon successful completion of one year of the teacher education program. With successful completion of the second year of the program the evaluator may apply for and receive an advanced certificate as a Vocational Work Evaluator. However, the newly employed evaluator must participate in the professional improvement program in order to qualify for this certificate.

The Professional Improvement Program

The program is structured in three phases. The first is the pre-service phase, followed by two distinct years of in-service. The pre-service phase has the following purposes:

1. to give the newly employed evaluator an over-all view of the work evaluation process and it's role in vocational education;
2. to acquaint the newly employed evaluator with vocational education and the Vocational Education Special Needs Service;
3. to acquaint the newly employed evaluator with the handicapped and/or disadvantaged student.

The pre-service phase is conducted as a one-week seminar in which various content specialists make presentations. State department officials, university persons, and practicing in-school evaluators comprise the group of specialists used.

The first of the two in-service years is concerned with developing and improving the quality of localized evaluation activities to meet local needs. This goal is met through the accomplishment of fourteen objectives designed to establish or verify the existence of program quality. See Appendix A). The focus of these goals is the efficient and effective operation of the evaluation program. Consideration is given to the development and use of advisory committees, the capacity of the evaluation program to assess for the characteristics and abilities necessary for entry and predicted success in local program, compliance with State and Federal guidelines, quality of evaluations, and the understanding of professional vocational and vocationally related organizations and associations. Activities are conducted on site by the Special Needs Teacher Educator from Kent State University. Visitation are conducted on a bi-weekly basis.

Documentation

The second year, or third phase of the teacher education program, is concerned with documentation of the planned functions and operations of the evaluation center. This accomplished through the development of a formal document similar in purpose of the course of study. Significant parts of this document are: introductory statement, program and school philosophies, program objectives, program overview, evaluation practices, evaluation activities, glossary of specific terms.

The secondary year is also concerned with the content of a course called "Survey of Vocational Education." It deals with the history and philosophy of vocational education at the national and state levels. This instruction is intended to develop and refine the evaluator's knowledge and understanding of vocational education. Second year activities are conducted through monthly visits by the special needs teacher educator from Kent State University.

Obviously a large amount of work is required of the evaluator throughout this pre- and in-service program. Kent State University, therefore, will permit the evaluator participating in this professional improvement program to enroll the nine semester hours of undergraduate credit if the evaluator so desires.

Summary

Special resources are frequently necessary if special students are to be successful in the schooling experience. For many special students, vocational education is not only a viable alternative to the regular classroom but extremely important to providing the preparation necessary for life after school and the world of work. But before vocational education can fulfill any of its promises or obligations to special students, competent and knowledgable work evaluators must be available to provide the necessary relevent data for appropriate vocational choices. In this sense work evaluators prepared and functioning in the local school setting serve as very special resources to special students in Ohio - a resource that should be available to all students.

Appendix A

Objectives
First-Year Work Evaluation Teacher Education

1. Develop, refine, and promote the Work Evaluation program through the use of an Advisory Committee.

2. Assess the capacity of the Work Evaluation porgram to recommend placements in all vocational education programs within the school systems.

3. If, after objective two is completed, a need is indicated, develop work samples to enable assessments appropriate to vocational education programs within the school system.

4. If, after objective #2 is completed, a need is indicated, develop purchase recommendations as necessary to enable assessments appropriate to vocational education programs with the school system.

5. If, after objective two is completed, a need is indicated, develop situational assessments as necessary to permit vocational class tryouts for Special Needs students.

6. Assess the capacity of the Work Evaluation program to adequately serve Special Needs Students by:

    a. determining and documenting the degree to which students have been successful in recommended placements.

    b. determining the degree to which vocational and special education and guidance and counseling staff members agree that the Work Evaluation program is adequately equipped and staffed to serve Special Needs students.

    c. determining the degree to which vocational education teachers agree that Special Needs students are adequately served by the Work Evaluation program.

7. Ascertain that the Work Evaluation program provides adequate data and in an appropriate format for use in serving Special Needs students at staffings and in recommended placements.

8. Develop a document describing the roles of Work Evaluation in reference to the roles of vocational education.

9. Develop and implement an in-service program to inform the elementary and secondary, special education, and vocational education faculties of the roles of the Work Evaluation program

10. Develop and implement a program to better inform the general public about the purposes and operation of the Work Evaluation program.

11. Develop a list of available community resources that can provide appropriate services for Special Needs students beyond those provided by vocational education within the local school system.

12. Develop and maintain a Work Evaluation program record keeping system sufficient to:

    a. meet Vocational Special Needs Service supervision guidelines;

    b. permit assistance to vocational teachers, guidance and counseling personnel, special education personnel, and school system administrators;

    c. enable program follow-up studies;

    d. permit periodic reports of Work Evaluation program activities.

13. Prepare and disseminate periodic reports of Work Evaluation program activities to all interested school personnel.

14. Demonstrate an understanding of professional education associations involved with vocational education and vocational special needs.

Out of School, Out of Work

Robert N. Ianacone

and

George P. Tilson, Jr.

Betty is a diminutive woman who walks in a slightly crouched position, rarely makes eye contact with others, and holds her left hand with the right as though she seeks to protect herself from the outside world. Although she has been identified as being mildly mentally retarded, Betty is able to read at a sixth grade level and has completed her high school requirements for graduation. Her day revolves around helping her mother, who is never far away, with household chores, reading, and watching television. Betty never misses her favorite game shows and is devoted to the staff of "General Hospital." She has no other friends. This routine has been occurring daily for quite some time. Betty is now 31 years old.

The Leaving School Problem

For most people, leaving school signifies a new beginning, a commencement of life's work and self-fulfillment. Although the transition from school to employment is a challenging one for most to make; it is a particularly harsh and distressing period for many of the handicapped and their families (Lynch, Kiernan, Stark, 1982). Too many handicapped youths and adults lack the confidence, assertiveness, work attributes and skills required to access employment opportunities and seek out community support services; therefore, they are unable to pursue meaningful careers. There is an inordinant number of people across the country who are in positions similar to Betty's, i.e., sitting at home; out of school and out of work. The toll for this unintentional idleness is an overabundance of wasted human potential.

One needs only to consider the following solemn figures to appreciate the extent of the problem. Of the more than 220 million people in the U.S., 30 million are disabled in one way or another. Of this number, it has been estimated that over 11 million are potentially employable, yet only 4.1 million are employed. Of these, many are under-employed: 85% earn less than $7,000 per year, and many of these people (52%) receive wages less than $2,000 per year. The cost of dependency, (i.e., the federal outlay for disability benefits) among unemployed persons with disabilities is staggering - over $114 billion per year (Razeghi and Davis, 1979).

Legal Responses to the Problem

How has this disturbing situation come about? How have the years of special and regular education programming assisted Betty and others like her to move from the status of student to the role of worker? While the primary responsibility of the school is to provide educational services to students, there is an expectation that educational programs will also provide them with adequate information and saleable skills that will help them make effective transitions into post-high school work environments.

Public Law 94-142 mandates that all children receive a free appropriate public education until they complete requirements for high school graduation or until they become twenty-one years of age. At that point, the public school's responsibility to the handicapped student ends, and this individual is confronted with the real world. Upon graduation, there is an expectation on the part of students and parents that basic academic skills and competencies have been mastered and that these skills will generalize to the non-school environment. In accordance with this expectation, most students should be able to seek employment, obtain a job, adjust to it, and subsequently become productive citizens. This assumption, unfortunately, is more myth than reality for a great proportion of disabled school leavers.

Johnson (1980) states that these handicapped individuals are in dire need of assistance that would enable them to make "a successful transition from school to work and from the life roles defined by adolescence to those expected in adulthood." (Johnson, 1980, p. 44)

More specifically Hartley (1980) relates that

> "We have not dealt effectively with handicapped individuals who have received no vocational training and have no job-entry skills. Many handicapped individuals have never received vocational training, cooperative work experience, or vocational exploration during their elementary and secondary education... They were not taught the necessary skills to secure employment and were not job-ready." (p. 30).

Career/vocational programming for handicapped students at the secondary level is currently an expressed programming priority, commanding increased attention from practitioners in the field. Certainly there is a general movement within our nation's school systems to provide more pre-employment skill training for current and future students with disabilities (Lynch, Kiernan, Stark, 1982). Although there are some effective programming efforts occurring in parts of the country, statistics continue to indicate considerable post secondary unemployment and idleness among disabled individuals. This fact should warn us that our isolated efforts are woefully inadequate relative to the functional and transitional preparation of this population. Few would argue that our present efforts are headed in the right direction and are beginning to address these needs. The question arises as to what can be done for the over-whelming number of mildly to moderately disabled people, similar to Betty, who have slipped through the cracks and it is late in their lives to take advantage of the new career/ vocational programming initiatives. Additional support services and training are needed in order for these handicapped individuals to function in the community as suitably employed, well adjusted adults, (i.e., as contributing members of society). One questions if we are truly providing the assistance needed. The paucity of programming efforts that does exist seems to imply that we are merely providing lip service (Gillet, 1981). This idea is reiterated by Roger Semerad (1982) who stated that "creating an effective employment training system requires more than good ideas and noble intentions."

Obstacles

Before launching into a discussion of plausible actions supplementing our good ideas and noble intentions, it may be of value to reflect on the barriers looming before many handicapped Americans.

Employer Discrimination. This is caused by a myriad of factors including: Uncertain labor market trends, stereo-typing, prejudice, and inappropriate methods for evaluating applicants who have disabilities.

Lack of Competitive Labor Market Abilities. These include, but are not limited to, specific job skills, general work habits, social-communication skills, and job-hunting strategies. (Schroedel and Jacobsen, 1978)

Federal Welfare System Disincentives. These arise when disabled persons draw more financial benefits from Social Security Disability Insurance (DI), Supplemental Security Income (SSI), or other Title XX programs than from employers.

This final issue is of critical concern to those individuals who annually accrue high medical bills as a result of their disabling conditions. Remunerative employment of any kind could easily jeopardize their federally furnished medical benefits (Malouf, 1981).

For many mildly to moderately handicapped citizens, who are not saddled with such medical burdens, a serious dependence on federal monetary assistance has been fostered, nonetheless, by our society. Wolfensberger (1972) states that through the years it has been easier for society to give a "free ride" to millions of handicapped citizens than to help them enter competitive employment which would afford them the opportunity to pay their own way. Wolfensberger further delineates the paradox that our society endorses the working tradition and productivity for everyone - except those with handicaps.

As implied in Wolfensburger's views, our society-government is creating the "free-ride" syndrome by funding structures that focus on maintaining rather than training, i.e. funding programs that harbor dependence rather than foster independence. The following two statements by Bowe (1978) speak to this issue:

> "In a confusion of priorities, less than two (2) percent of the $20 billion spent annually by 61 federal programs that serve disabled people is allocated to train them for employment, most of the money goes to income maintenance...
>
> ...for every dollar expended in rehabilitation of disabled people, about nine dollars are returned to the government through taxes by the now-employed or upgraded individuals. (p. 28)

Current statistics only amplify these issues.

The current Administration is presently revamping the eligibility requirements for federal disability benefits. Barringer (1983) indicates that under proposed criteria revisions, it is very likely that a significant number of mildly to moderately mentally retarded Americans, who do not have other handicapping conditions, will be ordered off benefit rolls.

There are extreme ramifications to this action since many mildly to moderately handicapped people are ill-equipped to handle sudden losses of monetary assistance and/or support.

Our society, not the disabled person, is forcing the "free-ride" issue even to the point of providing disincentives for employment. We seem to focus on the effect of our funding priorities and abuses of an inadequate system rather than on the cause of the problem.

The Maryland Alternative

Our current policies demonstrate continued inadequate foresight. In this cause/effect relationship, we are once again addressing the effect of the problem by reducing the percentage of disabled individuals receiving public assistance. The implication is that disabled individuals desire to feed off the system. We are again dismissing the cause of this problem which is our dependency philosophy. The largest fallacy in the current federal policy to reduce the level of public assistance is the assumption that programming and/or funding alternatives are presently in place. Both the public and private sectors lack the alternative programs needed and have difficulty in addressing the needs that currently exist.

One such program that can serve as a viable alternative has begun in the state of Maryland. There was a growing concern among parent members and staff of the Montgomery County Association for Retarded Citizens (MCARC) and the Montgomery County association for Children with Learning Disabilities (MCACLD). These two organizations became increasingly aware of the substantial number of mildly retarded or severely learning disabled individuals who left the public school sector each year without the ability to live independently and access to the employment sector. These individuals needed additional training to function in the community as self supporting citizens. Community services that were available, i.e., activity centers and sheltered workshop settings, were inappropriate for this population.

Concurrently, this same need for improving transitional employment services for individuals who are handicapped, out of school and out of work was being addressed by two other service providers, Kiwanis International of Washington, D.C., (a public service organization comprised of business members of the community), and the Vocational/Special Education Program at George Washington University, (who cooperatively developed the Project ACCESS Employability Model). The combined efforts of a public service organization with business/industry personnel and a graduate vocational/special education program provided a framework for developing and expanding cooperation linkages to meet the needs of handicapped individuals and provide a volunteer support system to improve the likelihood of expanding employment options, appropriately matching jobs to clients and providing post placement employment advocacy. Although the model was developed in

April, 1981, it was not until the fall of 1982 that an appropriate site to implement the model was located. The design of Project ACCESS was modified by MCARC staff and vocational/special education interns to meet the specific support service needs and employment options of Montgomery County (Maryland). MCARC and MCACLD had already formed a task force to begin addressing the employability needs of these populations. The program framework was available through the Project ACCESS model. Both associations had volunteer networks in place which could provide the needed personnel to serve as employee advocates and program support staff.

An additional linkage was needed to operationalize the program. In the fall of 1982, a proposal delineating the new Job Training and Tryout Model (JTTO) was presented to adult education programs of Montgomery County. Since adult education programs are offered to enhance living skills and abilities, it was deemed appropriate that they be involved as a primary service provider in the JTTO program. Adult education programs (a self supporting, non-profit program), was receptive to the project and its leadership agreed to provide instructional space and salary.

The JTTO PROGRAM

It was decided to pilot the JTTO program in the spring of 1983. The pilot project was coordinated through MCARC, conducted by a graduate intern from the George Washington University Vocational/Special Education program and involved participants selected in the following criteria: (a) individuals 18 years or older who were identified as mildly mentally retarded or severly learning disabled; (b) individuals who had completed their public school education and lacked skills and abilities to obtain competitive employment; (c) individuals for whom work activity centers or sheltered workshops would be inappropriate.

A surprising number of individuals met these criteria and applied for the program. Seven individuals were selected to participate in the pilot program and the remaining applicants were placed on a waiting list. The basic goal of the pilot program for students was to identify and practice appropriate behaviors and attitudes needed for finding and keeping a job.

Another goal of the pilot program was to develop curriculum and to try-out the project design with the identified population of eligible students. The pilot program was structured to provide class instruction for three mornings per week. Ten weeks of class instruction simulations and exploration activities were followed by a six week job try-out experience. A careful evaluation of the work environment and job requirements of each job try-out site was made before deciding on its utilization as a potential practicum/work site. The job site offered six weeks of instruction, supervision and learning of job tasks. A thorough job analysis of work that would be offered to the client was conducted at each site.

A wide range of job sites were secured so clients with varying degrees of abilities, interests, and needs would have the opportunity to experience the kinds of work closest to their aspirations and potential.

The JTTO staff spent sufficient time at each job site to orientate the employer and client apporpriately. The employer was also provided with an appropriate rating instrument so progress could be systematically recorded and analyzed.

MCARC and MCACLD have assisted the JTTO team with initial placement into competitive employment. Both agencies have developed a Job Bank as well as a cadre of trained volunteers (citizen advocates) to provide regular follow-up to assure the client successful adjustment to the job. This follow-up program is slated to continue for a minimum of six months.

The follow-up is extremely important and is an essential element of the training and placement program. It validates the JTTO program's evaluation and training results. It also keeps the program up-to-date on the needs of business so modifications can be made in client evaluation, training and placement activities.

During the pilot project, volunteers were also being trained to identify available job assignments in order to increase the program's job bank. They also assisted in the supervision of clients at try-out sites and provide follow-up information. Of the seven participants in the JTTO program, two will be continuing in the fall program, two are receiving stipends from their employers for work performed, and three are competitively employed.

JTTO Goal and Activities

The long term goal of the Job Training and Try Out project is to create a job training and placement service that is based on the needs and interests of individuals. It is consistent with normalization principles, takes place in the community, and will culminate in competitive employment positions for the clients. Emphasis is placed on simulating work-related behaviors in class, while focusing on matching individual needs, learning styles, interests, aptitudes and abilities with the responsibilities, competencies and interactive requirements of the job site.

Specific program activities are designed to: develop an employability skills class which emphasizes job seeking, job readiness, and job training skills to enhance individual's ability to find and keep employment; provide successful placements in unpaid work experience postions (job try-out) for career education and training purposes in four to six week sessions; provide assistance with initial job placement to both clients and employer; provide job follow-up by advocates for four to six months or until the client is stabilized on the job; provide outreach to employers for the purpose of identifying, modifying and employment positions; increase the involvement of parents and volunteers as job developers and/or job advocates through inservice training; provide job follow-up and support for competitively employed clients which fill focus on retaining individuals in jobs; provide information about and assistance with transportation to facilitate placement and employment stability; develop and coordinate additional direct training services through other community agencies.

The basic curriculum emphasis includes vocational assessment, career self-awareness, job-awareness, job seeking/keeping skills, interactive skills, assertiveness training (which includes decision making and problem solving skills) and the mechanics of securing employment, e.g., filling out applications, resume writing, and interviewing.

Unique Aspects of JTTO

Based on individual needs analysis, these areas are not new or unexpected. What is unique about the JTTO project is: the emphasis on out of school-out of work youth; the cooperative linkages that have been established through service organizations, university/community/college settings, employers and public/private foundations; the success of the pilot program; and the immediate cooperative expansion of the project which generated funding for the program, provided support services and established service networks based on meeting mutual needs.

During the pilot phase of the JTTO project, efforts have been undertaken to create further community linkages and secure additional funding for program maintenance and expansion. The response has been excellent. The United Way and the Public Welfare Foundation have enthusiastically committed funds to this project while negotiations are underway with other public and private foundations.

Beginning in the Fall of 1983, Montgomery County Community College will offer another component to the JTTO provision of services. Two courses, Orientation to Travel Training and Career Education and Exploration will be co-sponsored. In addition, peer tutors from the community college will offer individualized support during these courses to JTTO participants.

One other unique aspect of JTTO is the training and use of volunteers to serve in roles critical to the success of the project. These two roles are structured to assist in securing employment options (the Job Developer) and providing on site support to the handicapped worker (the Job Advocate).

The volunteer Job Developer will ascertain available jobs from prospective employers, provide a list/description of jobs to JTTO staff, provide initial job analysis, arrange initial contacts and provide input at placement meetings. The volunteer Job Advocate will interact with client/employer on the job, provide supervision of clients in work environment, suggest possible job restructuring or modifications, and provide follow-up information to the JTTO project team.

The success of the pilot program, coupled with additional funding for the project, will result in greatly expanded program efforts for 1983-84. Two full-time sites will be in operation, each staffed with a job-training coordinator and a job resource specialist. Volunteers will become more active in training and placement as a result of intensified job devleopment and advocacy training.

Summary

Schneider, Rusch, Henderson and Geske (1982) espouse the train-place-train approach whereby handicapped individuals receive job skill and work adjustment training, are assisted in obtaining a job through careful job-client matching, and receive on-the-job follow up support with additional training as is necessary.

Projects such as Job Training and Try-Out use this approach. An added dimension is the extensive use of volunteer advocates from industry, public service organizations, advocacy groups, and concerned public. This type of action is certainly in keeping with the current Administration's encouragement of volunteerism and public service. Yet funds are desperately needed for supporting "core staffs" to organize and operate such extensive volunteer programs. One hopes that our society/government will invest in such efforts, for the returns (both in revenue and human happiness) will be substantial.

Betty, the woman introduced in the opening of this article, has completed her first semester in the Job Training and Tryout Program. She has been working half days, three days per week as a librarian's assistant, in a position requiring her to perform a range of duties. While it was not always a smooth transition from soap operas to real life interactions (i.e., from external to internal motivators) for Betty, her mother, supervisor, and volunteer advocate are amazed at her progress and adaptability. Not only is Betty competent in her work, but she has also undergone noticeable changes in social behavior. She has begun to make friends, evaluate her own performance, is more willing to try new experiences, laughs more often, and voices excitement about working. Betty's supervisor stated that "She will soon be able to work independently."

Betty may be out of school, but her out-of-work days will soon be over. It is imperative that all concerned parties put the same effort into helping the thousands of people around the country who, like Betty, have a great deal of tappable potential.

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Coordinating Student Placement/Re-entry to Public School

Anita S. Mostow

The Division of Interagency and Alternative Programs is a part of the local public school system whose task is to coordinate placement of students with multiagency involvements. When students reenter the school from an outside placement, they often have a variety of special needs which must be addressed, including vocational education, by the public system.

Special Needs

The special needs of students reentering the public school system can be divided into four categories: emotional, academic, vocational/career, and legal considerations (where applicable).

The goal of the public school system should be to coordinate and address each of these needs as the student reenters the system.

Reentry Considerations

Routes

Generally, students reenter from residential placements, either long term or short term, or special all day semester type programs. Long and short term residential programs may involve students with legal problems. For example, training school and forestry camp, as well as secure community detention facilities and shelter care facilities, are usually involved in coordination with local juvenile services or social services departments. All day semesterized special schools can involve programs designed for students with emotional or alcoholic and drug related problems, or children placed in private schools (such as military academies).

Issues

Often the first question to be addressed by the public school system is whether children are to reenter at their home district schools or whether, due to personal preference or assessed need to change students environments and acquaintances, students should be placed out of their home districts. Resolution of this initial question must be reached in order to identify the appropriate pupil personnel worker (a placement worker who works among a group of schools for all students within a district).

Also, students reentering the public school system should be assessed for special education needs, such as remedial reading, and special vocational/technical needs or interests.

Coordination

Once the pupil personnel worker has been identified, reentry planning can begin. The pupil personnel worker together with the school guidance counselor, the parents/guardians, school administrators (where appropriate), and resource teachers/special education personnel, meet to establish an academic program which is suitable for the student.

The student's emotional needs can be addressed by working with an assigned social worker (where applicable) or with the family's private counselor or therapist. It is also possible to provide a linkage between student and family and available community/school support programs.

Court involved students and those involved with local Department of Social Services require additional coordination with assigned probation officers and social workers to inform them of students' placement and to seek their input regarding appropriate programming and provision of services.

Some long term residential facilities provide vocational/ technical training. An effort is made to continue students' vocational training where they reenter the public school system. Sometimes it is possible to allow students to participate in vocational classes before the residential or semesterized day program is concluded in order to facilitate transition to public schools. Where applicable, the school system arranges for students to receive credit for on-the-job training.

Conclusion

While school systems are becoming more adept at programming for the academic needs of students reentering the public school system, there is a need for more direct involvement of vocational/technical personnel. In order to properly explore and to provide for the vocational needs of students, school counselors, school administra- tors, pupil personnel workers, and resource/special education personnel should have the experience and/or detailed knowledge of vocational programs that would be useful in planning for the students' public education.

Opportunities exist for meshing of special and vocational educational services so as to enable students to participate in vocational/ technical courses for which they might not qualify without special education assistance (such as remedial reading).

Limited adult education and evening classes in vocational/ technical studies need to be expanded for students who reenter the public school system after completing high school equivalency examinations or reenter the public school system on a part-time basis. Expanded opportunities for on-the-job training should also be explored as a means of addressing vocational/technical needs of students.

In summary, the vocational/technical needs of students should be recognized and addressed, together with the students' emotional, legal, and academic needs, when students reenter the public school system from alternative residential and day programs.

Meeting the Unique Vocational Needs of Handicapped Pupils in a Private School Setting

Arthur Shapiro and Louis Sarandoulias

The field of special education has become sophisticated by evolving into a vast array of programs and services ranging from education in regular classrooms with supplemental instruction to residential programming or home or hospital teaching. Current federal and state legislation makes the selection of the most appropriate special education program in the least restrictive environment the responsibility of regular and special educators. For example, the New jersey administrative code (6:28-2.2) lists the educational program options available for classified handicapped youngsters:

1. Instruction in school which complements regular or special class programs through the following means: Modification of regular classroom programs; Supplementary Instruction; Resource Room; Speech Correction.

2. A special class program in the local school district.

3. A special education program in the following settings: a. The public schools of another local school district; b. A county vocational and technical school; c. A county special services school district; d. Public school programs in hospitals, convalescent homes or other private institutions provided by agreement between one or more school districts; e. A jointure commission.

4. Public school programs in hospitals, convalescent homes or other private institutions provided by agreement between one or more school districts.

5. A State of New Jersey operated program.

6. Sheltered workshops in conjunction with other educational programs in the local district on a part-time or full-time basis.

7. "An approved privately operated day or residential special class in New Jersey or the Continental United States, when it is not possible to provide services pursuant to paragraphs 1, 2, 3, 4, 5, and 6 of this sub-section. Placements in such facilities may only be made

with the advance written approval of the County Supervisor of Child Study and the Bureau of Special Education and Pupil Personnel Services. . . .

Program Selections

The process for selecting "the most appropriate" program is complex which involves collective decision-making of interdisciplinary child study teams. Traditionally, private schools, both residential and day, have offered an alternative to programming in the public sector when appropriate programs in public schools are not available for particular handicapped pupils. The decision to send a youngster to a private school is often based on such factors as proximity to home and community, severity of handicapping condition, and provision of related services such as intensified vocational training and counseling.

In New Jersey alone, there are over 131 private schools, educating approximately six thousand pupils, most of whom are classified as emotionally disturbed.

To avoid confusion the meaning of some basic terms must be understood. What is the difference between Non-public Schools and Private Schools? Non-public schools are privately operated in the fullest sense. They comprise approximately 712 independent schools (in New Jersey) which are generally unregulated by the state with regard to teacher certification, curriculum and awarding of diplomas. These schools receive their funds from private tuition and other private sources and officially have little to do with the public education system. Most parochial and preparatory schools are non-public.

The term Private Schools refers to those approved as eligible by the state to provide educational programs for public school handicapped pupils under contractual arrangements with local boards of education. The tuition, set by the state, is paid by the local board to implement the local school districts' Individual Education Program (IEP) for each classified pupil sent to these schools. Youngsters who graduate from private schools receive their diplomas from their sending local school districts. Thus, private schools for the handicapped in New Jersey are viewed as extensions of the public schools and, therefore, are subject to state statutes and regulations. They come under the regulatory mandate of the Bureau of Special Education in the New Jersey Department of Education. As part of the mandate, the Department approves the establishment of these schools (for public school tuition purposes), sets the tuition rates, and monitors them for program evaluation, child management policies, physical facilities, due process procedures, records procedures, and overall health and safety.

Private versus Public Schools for the Handicapped

What can the private school offer their handicapped pupils that the public cannot, particularly in meeting their unique pre-vocational and vocational needs? For certain severely handicapped pupils, a residential or day program may indeed be the least restrictive environment for providing an appropriate educational program. Often, these students require the related services and structure that a public school program cannot deliver cost-effectively. Their short term vocational needs may require intensively specialized programs.

The private sector in New Jersey serves a large population of Special needs students who are referred by the LEA (Local School District) because their home district does not provide an appropriate program to meet their special needs. There is an excellent partnership between the public and private sector in providing programs for the Special Needs Students in private schools for the handicapped.

Vocational Education for Special Needs population in the private sector is a very expensive proposition due to the cost of purchasing equipment and supplies for specific programs. This is the main reason why many private schools do not have a total K-12 vocational education program for special needs students. Y.A.L.E. School (Young Adolescents Learning Experience) is one of the few private schools for the handicapped in New Jersey that begins its Vocational Special Needs Programs at the elementary level and are geared to serve the particular needs of special needs people who can reasonably hope for a rewarding place in the world of work where they can proudly support themselves. Thus, Special Needs Programs rightly belong in elementary, secondary, post-high school and adult education.

Y.A.L.E School

Elementary school stage. This program is geared to establish patterns of behavior and attitutes towards self and environment relative to growth in vocational understanding and application. This is accomplished through our Technology For Children (T4C) Program (which is offered in the K-6 level). T4C is an activity orientated program to creat in young children, an interest in and abilities to utilize materials, tools, and processes of Technology. The T4C Program at Y.A.L.E. is a material-tool-orientation approach to learning the goals of the program. It seeks to: to aid each child to develop greater-self-awareness and responsibility for his/her learning; to aid each child to develop a greater understanding of technology and the world of work; to enhance the learning process. All of the above are accomplished through the Interest Learning Center (ILC) in the classroom.

Introduction to Vocations (I.V.). This is offered at the junior high school level. It is part of the Career Development concept and is a realistic guidance program for all students to explore occupational opportunities. It is organized to be an integral part of the student's overall educational plan. I.V. is implemented through classroom instruction "hands on" activities, field trips, job visitation days, and provision of speakers and demonstrations from business and industry.

The Vocational Evaluation sequence. This is offered to a majority of these students. The vocational evaluator administers the V.I.T.A.S. (Vocational Interest Temperment Aptitude System) and appropriate evaluation tools and systems to all Y.A.L.E. students recommended or approved by our Vocational Committee. This person has other responsibilities besides that of evaluation, such as: career guidance, vocational resources, community liaison with the county vocational schools and school districts. The evaluator also meets with parents and provides vocational school orientation to students who are referred to the county vocational schools. In the area of evaluation, the V.I.T.A.S. has 21 areas in which students are evaluated such as: handling, tending, manipulating, routine checking and recording, sorting, inspection, craftsmanship, technical work, and cashiering. After the students have completed the evaluation process, they may be recommended for further vocational programming within the school, in the community, or in the county vocational school.

The Employment Orientation (E.O.) Program. The E.O. Program is offered at the high school level and its aim is to reduce the need for such curative programs as sheltered workshops, job corps, and manpower training by building employability into non-college bound youth before they complete high school. E.O. is designed to bridge the gap between exploratory experience (I.V. - Introduction to Vocations for Special Needs Students) and placement in part-time employment (Cooperative Vocational Education and or vocational training). The E.O. Program is an in school, hands on vocational program designed for special needs students. One phase is the Simulated Work phase which simulates actual working environment of industry with all its conditions, pressures, demands and expectations. Students in such an environment are made to feel they are on the job rather than in school. Students in the Simulate Phase usually are not working individually but rather are assigned tasks which are a part of a larger endeavor. The other phase is the Basic Skill Training Phase which provides experience in basic skills which will be useful to him in gaining entry to many kinds of employment. This does not mean immediate development as skilled craftsman, but rather, training in a broad base of skills. The essential difference between the simulated work phase and the basicskills training is that the former situation serves to provide guidance and evaluation whereas, the latter situation provides basic vocational skills for mobility among different occupations on a job-entry level.

When students have acquired all the basic skills of a given vocational area, they are ready for: On-the-job placement within programs of Cooperative Education. Enrollment in a regular vocational education program. Enrollment in other school or community programs in which the pupil has developed an interest. High School graduation followed by direct entrance into employment. Placement in a sheltered workshop upon the termination on the pupil's career (in the event that a student cannot function successfully in an unstructured environment). Referral to vocational rehabilitation agencies for further assistance and training.

The Part-Time Cooperative Education Programs. The major value of the part-time program, which is the last step of the career ladder for in school programs, is that it affords an opportunity to supplement existing educational programs by providing supervised on-the-job orientation to employment in selected occupations. Emphasis is placed upon adjustment from full-time school to full-time employment.

Students who participate in this program spend half day in school and half day on the job. Participating students must be paid wages during the time they are working on the job for a private employer. The Cooperative Education Program require the employment of a job-placement coordinator and scheduling of pupils in the school program. This person is also responsible for a wide range of employer and community cooperation and coordination. Much of the coordinator's time must be spent outside of the school in frequent supervisory visits to students at the work sites.

Summary

The total K-12 vocational program accomplishes the following: Exposure of vocational education at a very early age. It provides for vocational education for persons with special needs. It motivates special needs pupils to remain in school. The Special Needs program provides the pupil with a chance to experience success through developing his abilities rather than emphasizing his disabilities. The student is made aware to the necessity for a proper attitude for the world of work.

Unmet Needs for Private Schools for Special Needs students are: How are teachers to be forced to staff these special needs program? How can the obstacle of a lack of facilities for these programs be overcome? How can pay be provided for Special Needs pupils? The high cost is required for vocational programs; How can private schools deal with the high cost that is required for vocational programs?

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Mainstreaming in Home Economics Classes

Carol Gildner

Special education students have been scheduled into regular home economics classes since the Education for All Handicapped Children Act, (P.L. 94-142) was passed. Handicapped students were scheduled into middle and high school home economics classes. Generally, there appears to have been no set pattern regarding the numbers of handicapped students placed in any one class. This writer has had as many as 12 special education students in a class of thirty-four students. This can result when other school scheduling factors tend to direct handicapped students to a few classes. In this particular situation, all special education teachers had the same planning period to facilitate special meetings. Thus, their students were sent to physical education and elective classes in large numbers.

Regular home economics students have received the special education students with mixed feelings. Fear was an original reaction. Home economics teachers quickly learned that special education students were diverse with different needs. For example: some exhibit very high home economics skills and learnings while others have low academic and social skills. Home economics teachers have to struggle with new problems of providing simple reading material and offering material that can be completed by these students. Some home economics teachers believe that many special education children are disruptive in the class and create discipline problems. Home economics teachers wish they could spend more time working with these students on an individual basis but find it difficult to find such "free" time.

In order to answer some of these needs, this writer enrolled in the master's program in Vocational Special Education at George Washington University. While there, materials that were successful with special education students were developed in conjunction with the graduate program. Since that time, this author has presented several workshops for home economics teachers in Prince George's County (Maryland).

Some of these materials have been compiled into a simple book, Mainstreaming in Home Economics Classes. It includes some brief information that this author believes home economics teachers should know about handicapped students.

Also included are examples of curriculum materials that can be completed by most special education students in home economics classes. It emphasizes a positive approach for special education students, who often need self image building.

There are thirty-four activity learning centers, which focus on hands-on activity tasks for special education students.

More information on Mainstreaming in home economics classes can be obtained directly from this author.

PROJECT SAVE

Charles F. Valentine

A significant number of students in Vineland (New Jersey) schools were expressing either vocally or through behavioral patterns, a disinterest in school. Often lacking both self-esteem and motivation, these young adults represented potential drop-outs because they were alienated by traditional academic pursuits. To cope with this problem the Vineland Public Schools designed an alternative academic/vocational program which allows students to perceive the relationship between success in schoolwork and the direct effect on their earning power.

For these disaffected students, all the school programs available did not seem to include: Counselors with vocational background and schedule necessary to provide fulltime guidance and encouragement to keep the determined drop-outs in school; A direct relationship between the academic program and the job skills which students need for employment; The intensive week-long nationally validated, pre-vocational evaluation needed to develop individual programs for disaffected youth; Educators with experience in teaching functional competencies and lifeskills to disadvantaged learners; A staff philosophy of help to guide the student through graduation.

Thus, Student Alternatives in Vocational Education (SAVE) was planned to attract disaffected students to remain in school, fulfill graduation requirements, and acquire a positive self-image, career attitudes, and vocational know-how through an individualized program which employs comprehensive counseling and testing services.

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SAVE Objectives

1. To identify 50 high school students whose low self-esteem, poor academic achievement, and erratic attendance have earmarked them as probable drop-outs.
2. To provide a pre-vocational evaluation consisting of tests, measurements, and formal work samples to identify vocational goals, specific jobs suited for the individual student, and the steps necessary for students to qualify for jobs.
3. To measure interest, aptitudes, achievement areas, gross and fine motor skills, social skills, and personality to formulate individualized vocational programs (IVP).
4. To develop a curriculum to remediate academic deficiencies based on competency-based educational goals.
5. To provide a career orientation program which incorporates job attitude, job awareness, and job readiness skills as part of the educational strategy.
6. To provide a comprehensive academic and vocational plan to encourage students to remain in school.
7. To provide flexible attendance requirements to enable students to participate in work-study programs.

Evaluation Strategies

This program was instituted during the 1981-1982 school year; and the evaluation component demonstrates the means whereby the effectiveness of the program shall be measured.

For the evaluation of Project SAVE:

1. All students wil be given state-approved competency-based examination in all subject areas required for graduation. This will serve as the academic pre-test. As the class progresses, students will be evaluated on an on-going basis as they develop the proficiencies which are spelled out in the alternative curriculum. The success of the academic program will be measured in terms of fulfilling graduation requirements; 2. High school students in grades 9 and 11 are given the Minimum Basic Skills (MBS) Test. Improved scores on this MBS test will provide an index of the success of Individual Vocational Programs; 3. Teachers will monitor the work habits, attendance, attitudes, and overall progress of each student in the classroom. The teacher/counselor will keep an anecdotal record for each student; 4. Improved attendance will be accepted as one indicator of program effectiveness; 5. Because positive self-image and attitude toward learning are attributes that are lacking in these students, the ultimate test of the significance of this program shall be determined by the number of potential drop out students who are graduated.

In essence, students are expected to develop adequate basic skills in reading, language arts, and mathematics; to learn careers proficiently for life work; to obtain a high school diplomas; and to become productive, law-abiding citizens. To date student attendance has improved, no student in the program has dropped-out of school, and feedback from the students indicates that they appreciate the program and intend to graduate.

Summary

This program benefits the community by affording students who would otherwise drop-out another opportunity to remain in school, learn vocations/careers, and obtain high school diplomas. In a societal sense, high school graduates are produced rather than school drop-outs. Of course, SAVE provides monetary benefits to the community because statistics suggest that the learning power of graduates is significantly improved over drop-outs. In addition, this effort supplements efforts to achieve the general goal of the community to provide a high school education for all students and to equip each with necessary skills for productive, inspirational, rewarding lives.

Adaptive Reading Strategies for the Special Needs Population in the Vocational Setting

Elaine Tryjankowski

Enrollment of more students with inadequate reading skills has created a chronic dilemma for vocational educators. The dichotomy of sub-level reading achievement coupled with the required mastery of vocational skills technical language appears to be an incompatible task.

Teaching skills with minimal exposure to the related technical vocabulary and comprehension provides a scant learning experience and is reflected in less successful skill performance. The ability to manage the specialized language characteristics of a particular shop, perhaps, is an inherent ingredient which formulates the foundation of the understanding and comprehension of the associated skills. Thus, it canot be ignored and a series of questions undoubtedly arise. Should study skills become an integral part of the vocational curriculum? Is it appropriate to the shop setting? Who is best suited to instruct in the comprehension of the content material, the vocational or reading teacher or both?

The Reading Dilemma in The Vocational Shop

The Vocational instructors have, in many cases, rejected the role of teaching content material comprehension because they feel it is not directly related to the trade, this is reinforced since little or no direct training in the teaching of reading has been given to vocational instrucors; and vocational teachers see this as reducing the amount of time allotted to instruct in the trade area.

Furthermore, the reading instructor, although trained in direct skill-centered instruction, generally has little or no background in the vocational content material. Consequently a set of reading related skills is identified in isolation and presented to students with little regard for the tasks being encountered in the vocational area. Such non-connected instruction assumes that the student has the capability to apply the reading skills in the future in other sittings. This assumption is not true, especially with low-reading achievement students.

Reading instructors are trained in a complex process which requires a clinical, systematic, and often theoretical approach. Vocational teachers possess the content which provides the practical application and facilitates transference of the reading skills because of its pertinence, practicality and high interest level. There is an obvious need for a whole new strategy in teaching content comprehension in vocational laboratories, clinics and shape. This new strategy should combine the strengths of the knowledge ascertained from the methodology of reading and adapt that knowledge to fit into the structure of the vocational instruction. This hybridization of the two disciplines would create strategies which possess only those properties most favorable for the desired outcome of successful vocational performancce. An important role for vocational instructors is to identify specific reading skills that are prerequisites for completion of selected vocational tasks. The final and crucial step is to then integrate those skills so as to facilitate the students' comprehension of the vocational subject matter.

The Hybrid Approach to Content Reading

From observation of the low-achievement students in vocational application settings, it is evident that two basic components from the area of reading are deficient for successful performance in that mileu: in organizational skills and sequencing ability. The ability to understand and remember concepts depends on the learners' ability to organize information in a manner that will enable them to retrieve it for utilization in practicing the skills. It is often assumed that this ability is innate and is developed by students along with their maturation process. However, such transference does not occur with low-reading ability students. They are unable to categorize, summarize, comprehend main ideas and retain information without organizing the information first. Therefore, organization of the material enhances the placement of specific information into separate "mental compartments" which, in turn, facilitates the retention of the information and provides a cornerstone for the formation of more complex ideas.

In addition to the systematic organization of information, the capacity to sequence offers the direction necessary to acquire the desired skills. The process of sequencing not only presents the task in a logical manner but also provides an advanced "look" at the final goal and the steps necessary to reach it. This establishes the framework, structure, parameters and direction. The student is now given a total picture of the steps that must be taken to accomplish the vocational task.

When examining the two above-mentioned factors, a most valuable hybrid approach has been conceived from vocational education and reading. The strength afforded from vocational instructors is undoubtedly the subject-matter content. Reading specialists can provide the organizational skills and sequencing strategies that complement the vocational content.

Development of Vocationally Oriented Reading Strategies

The discipline of reading has long endorsed the use of organizational and sequencing skills in content instruction. In its present format, though, those must be further refined to meet the explicit needs of vocational education. When revising the strategies to address these needs, the following questions should be answered to maintain the appropriate vocational emphasis:

1) Is the specific strategy intended for the comprehension of a specific vocational skill?
2) Does the organization of the ideas and vocabulary flow in the same direction as instruction of the skill?
3) Is information the students receive through the strategy necessary for proceeding through the skills process?
4) Are students aware of the steps necessary to accomplish the skill and do they understand the final outcome or goal as a result of the steps?
5) Are students one step closer to the understanding of the skills by going through this strategy exercise?
6) Can students use the information they have learned from the strategy while performing the skill?
7) Does the information they acquired from employment of the strategy strengthen their performance skills?

Guidelines for Reading Strategy Development

1. Simplify directions; keep instructions to a maximum of two steps, preferably one step.
2. In choosing vocabulary, use the words which are printed most often in the vocational textbook and/or materials and/or spoken. Answer the question: Which words are absolutely necessary for students to comprehend and carryout the information.
3. Keep the length of activity within the attention span of the students; A strategy can be exercised over a two or three day period.
4. Answers to the questions posed to students should include the pertinent vocabulary of the vocational area. This will reinforce the vocabulary and facilitate retention.
5. Establish vocabulary (directions and questions) at levels comprehensible to the reading level of each class. An immediate understanding of the questions will eliminate preliminary frustration and provide encouragement for vocational students to complete the exercies.
6. Before initiating an activity, a review of the most common words used in directions and questions will facilitate the successful ccompletion of the reading activity.

Meeting the Challenge: Vocational Preparation with Persons Who Are Disabled

Frank Bowe

With high unemployment, and likely to remain at high levels for the balance of this decade; with federal funds for expansion of programs limited; with growth of any kind restricted by large federal deficits; with government benefit payments sufficiently generous as to discourage many disabled persons from working; with the economy changing rapidly in directions rarely understood; and with job elimination due to computer-aided, computer-assisted, computer-directed, and computer-designed manufacturing; and with service delivery taking over area after area, we face a real challenge in our efforts to prepare disabled youth and adults for jobs, place them in these jobs, and help them to turn those jobs into long-term careers.

High Technology and Service-Sector Jobs

Let me deal first with two very popular misconceptions. High technology, particularly computers, is not a growth field. Sure, the proportions of new jobs in these areas for the rest of the 1980's are striking, but only because the base upon which they are figured is so low.

The fact is that, in the future, relatively few jobs will involve designing, making, or repairing computers. Please do not be misled by the millions of people stampeding into computer-programming classes. What you will see very soon will be similar to what has already occurred in journalism, law, and business administration (MBA) programs: the supply of graduates quickly overruns the demand. The fact is that computers are quickly becoming "user friendly," making highly technical know-how virtually unnecessary. As for manufacturing, computers are now making computers and the few people involved with the process live in Sigapore and Hong Kong, not here--and many of those jobs will soon disappear. Finally, do not be misled by the claim that people will be need to repair all those computers out there. More and more, these machines are being designed with pull-out boards; if the machine malfunctions, you just pull the board and send it off to the manufacturer, who returns a new one by mail. They probably will not even bother trying to repair the malfunctioning board.

The second misconception I want to warn you about has to do with service-sector jobs. The term "service sector" is the glamour term of the 1980's. Please understand that almost all service jobs are very low in pay; they have little upward mobility; and they are populated by under-educated teens and young adults who probably will not stay in them very long. It is true that service jobs comprise 80% of all new jobs since 1970; that they now constitute 67% of the workforce; and that they will continue to grow much faster than will manufacturing jobs. But these are not jobs to build careers around.

Having said that, let me explain that computer literacy is highly desirable; by all means, do train your students and clients to use and understand these machines. But the key will be computing, not computers. There will not necessarily be a computer in every office and in every home: there is a world of difference for vocational training in these two terms. Your students should be comfortable around computers. And most important, they should know what computers cannot do--particularly in interpreting, analyzing and generalizing with and from data.

It is essential to clarify that service jobs are often good first jobs, especially as summer employment. For some disabled individuals, they may be the only kinds of jobs available, at least at the beginning of their careers. But it is very unlikely that such jobs represent a panacea in any sense for disabled persons.

Marketing Clients

I recommend what I call "pocket marketing" for you to use in training and placing disabled students and clients in jobs. Find "pockets" of job opportunities-some general-service jobs, some information-service jobs, and some special-service jobs-and seek to place your students in them. I suggest you think like a headhunter: do something for the "client" company, such as assessment and evaluation (save them headaches), screening and referral (send them qualified people), supervisor training (follow-up on the job), and career counseling (help resolve problems that emerge after placement). Headhunters get paid by companies, so you know these services are valuable to employers.

Perhaps you will also have some aces up your sleeve that cost-conscious employers will welcome. The Targeted Jobs Tax Credit (TJTC) provision pays employers up to $3,000 the first year and $1,500the second year when they employ previously unemployed disabled persons. And if your client is a veteran, the employer can receive as much as $10,000 in the first year to offset wages paid to that person.

Even the largest businesses are interested in these savings. I know one corporate vice president who boasted that her company saved $187,000 last year by hiring many TJTC-eligible individuals.

Now you have proof that disabled people can do the jobs out there. We know that full-time, year-round disabled males earn, on average, fully $19,000, just under the $21,000 mean for nondisabled male workers. Among women, the gap is just $1,400. The United States Census Bureau reports that disabled people are engaged in every imaginable job. And 5,000 companies have signed up to participate in Projects with Industry (PWI) programs.

Recent Changes in Federal Benefits

There is also a growing sense among disabled people that relying upon Uncle Sam might not be as safe as they once thought. For years, we had a difficult time convincing SSDI and SSI recipients to try for jobs, because they were satisfied with their reliable old benefits. But with the huge SSDI crackdown, many are having second thoughts. The 1980 Social Security Amendments made it safe to try employment, because benefits can be restored immediately if the job does not work out.

Let's think about all this for a moment.

For every disabled person who leaves the aid rolls or never goes on them, the federal government saves as much as $10,000 a year. In fact, disabled people represent half of all under-65 recipients of Medicaid. Government saves a lot of money when people support themselves rather than expecting government to care for them. But that's not all. Workers pay income, FICA, and other taxes. The difference for government could easily exceed half a million dollars per person over an average 40-year work career.

This is what we have to try to achieve--and to tell Washington about. This is something the most rabid conservative and the most fanatic liberal can agree upon--and support. It's as American as apple pie--and a lot less painful than repeated cuts in benefits, hikes in taxes, and all the rest.

The Emergency Jobs Training Act for Veterans (P.L. 98-77), which went into effect this month, gives us a precedent we can now use to expand coverage to disabled nonveterans. With the carrot of $10,000 as a gift from the government, a lot of employers are going to be very interested in hiring your students and clients.

Summary

We have always said that people with disabilities are people with abilities. You are starting to get that message through to the American people. Big deficits are finally forcing Washington to pay real attention to vocational education. And disabled people more and more are willing to work.

"Pocket marketing" tells you to approach employers who will have jobs to offer within the next several months. By explaining to the employer about TJTC, about new technologies and accommodations, and about your training and follow-along services, you might convince him or her to hire disabled persons. Once this is accomplished with enough students and clients, the rsults will become strikingly apparent. Companies and governments (local, state, and federal) will see that see that vocational training and rehabilitation with disabled people really works, in a big way. That is when you will see some really big-scale funding increases. Regardless of which party wins the next national election.

These notions go back to the most basic truth in business: to make money: you have to spend it. For government: to collect taxes you have to invest in people. To me, this means that you may well be the very people who will save this country from unimaginable deficits. Many of the nation's 36 million people drawing Social Security checks could work--with training and with accommodations. You are the people who know how to turn potential into reality: you can train persons with limitations, whether handicapped or older, for jobs. You can turn tax users into tax payers.

That is your challenge: to show the country what you can do--and then do it.

Computer Utilization in the Vocational Evaluation of Handicapped Students

John G. Volonts

Micro-computers such as the Apple II, TRS-80, and the IBM PC can be effectively utilized to increase the efficiency and clarity of Vocational Evaluation Reports. There is often a significant time lag between the student's completion of the Vocational Evaluation and the release of the final report to the school district, program staff, and the committee on the handdicapped (COH). Similar problems have also been identified with student psychological and other assessment procedures. Legal requirements, appropriate student placement, and individualized program planning are seriously hampered when assessment data and evaluator recommendations are not immediately available.

The Suffolk County, (New York) Board of Cooperative Educational Services (BORES), District II, Vocational Evaluation Center has developed and is currently utilizing a computer generated report format that: 1. decreases the necessary time to produce and distribute evaluation information from the previous average of two weeks average to three days; 2. allows for the quick location, retrieval, and printing of past student evaluation information; 3. provides an efficient means to collect and develop program norms for evaluation work sample scores; and greatly reduces the need for clerical staff since all data entry is completed by the evaluation staff.

Advantages of Computer Utilization

The above process utilizes existing data base software, which can be modified to meet specific program needs. Evaluators are provided in-service workshops to familiarize them with the computer and the developed software. This orientation can be accomplished within one hour, since no actual programming is necessary. Feedback is encouraged from district personnel and other professionals who regularly review student assessment information to assure utility and relevancy. Student record confidentiality is provided through a password security system so that unauthorized individuals cannot gain access to the data even if they have possession of the file disk.

Software Capabilities

The major asset to any database software is the ability to customize report formats to meet local program needs. We have become too accustomed to prepackaged educational programs that frequently do not meet specific needs. Vocational evaluators are particularly sensitive to this situation considering the variety of "sales pitches" we have encountered in the commercial work sample market.

Needs should be clearly identified and software capabilities must be thoroughly understood. If possible, a demonstration of the software's capabilities should be arranged for preview. Future applications should also be considered (i.e. equipment inventory, resource file, statistical analysis) when making purchasing decisions. Finally, be prepared to encounter business oriented software rather than strictly educational designed database management software. It is important to be able to transfer the basic capabilities of the software from business applications to human service area management needs. All it really takes is a little perceptual flexibility.

All database systems contain "fields" within "records." The record refers to a single student's report. The field refers to the specific types of information contained within each record or report. All the records are contained within a single file of similar records. One floppy disk can potentially hold a hundred or more records depending on the number of fields within each record and the size of the fields. All this is determined by the "power" of your software and the length of your reports. If you frequently enter lengthy narratives the file may require the breaking down of records into sections stored on different disks (i.e. A-N,O-Z).

Data base management software can be separated into three basic catagoriesz: file management systems, relational database systems, and hierarchical systems. Most of the software available for the microcomputer will be either file management or relational systems.

The file management system.

This is a straight forward traditional index card approach where basic information such as student's name, address, phone, etc. are stored and can be easily retrieved by entering the file's identification number. Stored information can also be modified or deleted as necessary.

The relational database system.

This is more appropriate for vocational evaluation reports due to the ability to compare and evaluate items from many records in a single file. An example would be the need to identify the mean reading levels for all visually impaired students from a given school district. It is possible to identify statistical relationships for a single student or for the entire school. Information can be accessed through different modes depending on specific needs.

The network/hierarchical systems.

These are perhaps the most sophisticated and the closest to systems utilized on mini- and mainframe computers used commercially. The hierarchical system allows the user a great amount of flexibility in manipulating stored information. Where in the relational system you are limited to comparing the same fields of records within a given file, with the hierarchical system you can compare, match, re-order, and develop new file structures as need demands. This complex system requires some knowledge of programming principles and may be impractical for most vocational evaluation applications.

Two popular relational database management systems.

These are appropriate for vocational evaluation utilization, they are DB Master published by Stoneware (Apple II+, IIE) and dBASE II published by Ashton-Tate (IBM PC). There are many other software publishers producing equaly good systems and it is advised to research capabilities before purchasing any software.

The actual software is a single floppy disk called the "program master" disk. This disk contains all the necessary "command" information the computer needs to know in order to set up a databse. Two additional disks will be necessary to create from information provided by the program master, a utility disk to hold your reports' format and a file disk that stores the file contents. With a little practice and patience, a wide variety of custom made report formats can be designed and manipulated to meet present and future information needs.

Instructional Benefits

The power of computerized information management can effectively free the vocational evaluator to concentrate on the objective observation of student behavior and performance rather than waste time transferring data via traditional methods. Student information can also be quickly analyzed, often providing additional insight into performance. Statistical norms from various groups can be easily cross referenced and compared. As a staffing conference tool, the computer can also provide immediate access to data that may otherwise require a conference postponement to locate records. A computer available to the general faculty may also encourage more frequent accessing of student information than currently exists in many programs.

An additional benefit to micro-computer utilization is the application as a program developed work sample in areas such as word processing, data entry, and other tasks requiring clerical perception. Assessment of spatial skills, finger dexterity, eye-hand coordination, reading comprehension, learning styles, and career awareness are also relevant areas for computer application in vocational evaluation.

Summary

The major obstacle to computer utilization appears to be fear and anxiety on the part of the potential user, but this model has demonstrated that once the evaluation staff becomes familiar with this powerful tool it becomes as second nature as using a typewriter or opening a file cabinet. What is needed is the desire to take the first step and apply this new technology to your professional responsibilities. The advantages are unlimited.

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Jobs Success Begins at Home

James M. Van Dien, Jr.

Job Success Begins at Home (JSBH) is an audio-visual curriculum with home learning activities designed to help prepare special education junior high school students for work. As youngsters enter their adolescent years, they begin to think more about themselves: how they measure up and fit in, what will be expected of them and what they will do in the future. Junior High School (or upper Middle School) is an appropriate time to help students understand the kinds of skills and attitudes needed for job success. The focus of JSBH is, therefore, pre-vocational. It emphasizes the development of broad generic competencies generally applicable to getting and keeping a job. These skills apply as well to success in school and everyday life.

Objectives

The major objectives of the JSBH curriculum are: to help teenagers develop skills and attitudes needed in getting and keeping a job; to involve families in the career aspirations and planning of the youngsters; to stimulate teenagers to self-examine their interests, aptitudes, and needs; to assist families in better understanding the needs of their children and to involve families more directly in the educational process; to foster awareness and interest in further career exploration and planning.

JSBH was designed as a self-contained supplementary curriculum for use outside the classroom. It utilizes a family-centered home learning approach, which mounting evidence from research and experience indicates is effective in increasing the achievement of children. Teenagers and parents do activities together in their homes and neighborhoods, specifically designed to carry out an instructional objective. There are two filmstrip/tape presentations that serve to orient families to the curriculum and to the home learning "recipe" activities to be completed over three weeks. Thus, the entire curriculum is designed for use over a six-week period. While participation in the full program would be of maximum benefit, the two parts are not sequential and may be taken independently. There is nothing in the JSBH materials which labels them as "special education." The print materials are written at approximately the 4-5th grade reading level. The program can also be utilized in working with families of teenagers who have motivational and other learning problems. Working with parents at home can provide additional motivation and support for teenagers' work at school; at the same time parents can gain a better understanding of their children's strengths, weaknesses, and needs. Although the reading level and the home learning activities are designed to be easy, the focus and content of the program are generally applicable to young teenagers. Based upon the judgment of teachers involved in field-testing of the program, and that of professionals who reviewed the curriculum, JSBH could be used successfully with more heterogeneous student populations.

The focus of JSBH on broad pre-vocational skills enables the program to be related to the work of the schools in several ways. It is ideally suited as a supplementary curriculum for those which have a career education focus, either within the regular content areas or as a self-contained unit within a given grade level or subject. JSBH provides the opportunity to assess the extent to which youngsters are developing skills and attitudes needed for job success. It helps to strengthen positive attitudes and habits through family-guided practice in homes and neighborhoods. Thus, the program can be used to reinforce and enrich school curricula which are directed toward career exploration and preparation for the world of work.

JSBH is a short, intensive program designed to stimulate awareness of needed skills and to demonstrate how families can work together to develop these competencies. Developing such positive attitudes and behaviors is, obviously, a long-term process so that maintenance and follow-up are needed after the conclusion of the formal JSBH program. The program recommends that, as specific follow-up strategies, families: continue on their own to complete the other activities in the booklets; try variations of activities they liked and which worked well; provide on-going reinforcement by assigning regular chores and tasks for which youngsters assume responsibility and self-direction.

A bilingual Spanish-English version of the curriculum was developed simultaneously with the English version. The audiotapes and all the needed printed materials are, therefore, available in Spanish as well as in English.

Field-Testing the Curriculum

Both the regular English and the bilingual Spanish-English version of the JSBH curriculum were field-tested with small groups of teenagers and their families in the spring of 1982. Because of constraints in funding and time, it was not possible to field-test at multiple school sites as envisioned in the original proposal.

However, two sites in Montgomery County (Maryland) were selected: a junior high school in the upper county for the English version, and one in the lower county near the D.C. line for the Spanish-English version.

The purposes of the field-testing were: (a) to gain the reactions of potential users to the content and format of the curricular products and (b) to test the process design which had been developed for administering the program as a self-contained supplementary home learning curriculum through the schools.

Five English-speaking families participated throughout the field-testing at the English version site; Seven Spanish-speaking families began the program at the other site (but two were not able to complete the field-testing). Thus, complete data are available for five families at each site.

The teenagers at the English version site comprised three seventh graders and two ninth graders; all were identified handicapped youngsters participating in a special education resource program located at the site. All received speech and language services and had a range of reading grade equivalent scores from 2.4 to 6.8. The Spanish-speaking teenagers were participants in the school's English or separate language (ESOL) program. Although the records and assessment data for these teenagers were not complete as at the other site, all were identified by school staff as having learning problems in addition to those imposed by limited command of English.

Demographically, the families participating at each site were very different. Those at the upper county site were white, homeowners, college educated, and enjoyed annual incomes of more than $30,000 incomes of more than $30,000 per year (approximately the median family income for the county). They appeared, moreover, to be well versed in the culture of the schools. By contrast four of the five Spanish-speaking families reported annual incomes of less than $12,000 anually; only two had completed secondary school and none were college educated. They rented their homes, worked in clerical or blue-collar jobs, or were unemployed. Four of the parents characterized themselves as knowing only a little English. As a group they did not appear to be accustomed to participating in school activities, or to be knowledgeable about the participating curriculum.

Although the number of participants were limited, the field-testing process was intensive. Families were asked to provide feedback on content and format at each stage of implementation. Data were collected separately for the teenagers and their parents. All the instruments were translated into Spanish and administered orally as well, since there was some doubt as to the ability of some of the families to read in Spanish. Over 1300 items of data were generated. There was also the opportunity to discuss the program and its curricular components at each of the three group sessions.

The following sets forth the responses to some of the key items from the final evaluation:

Item 4. Did the program help the teenager understand the skills and attitude needed for job success?

	parents	teenagers
a little	0	1
some	5	3
a lot	5	6

Item 12. Did you enjoy participating in the program?

	parents	teenagers
a little	0	0
some	4	5
a lot	6	5

Would you recommend the program to others?

yes	7	8
not sure	3	2
no	0	0

The appeal of the program to families who differed so greatly in cultural background and socio-economic status suggests that the program can be widely used. The families were cooperative and enthusiastic throughout the field-testing and made several suggestions which were incorporated in the final version of the materials.

The field experience also tested the process design of the program. Key questions were: Will school personnel find the program useful and of value?; Will school personnel find the program easy to administer?; Do the parts of the curriculum fit together and function as a self-contained program?; Are the assumptions as to timetable, pace and time required realistic?

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The field-testing experience indicated that the project design was essentially sound on all the above criteria. Personnel from the two cooperating schools were enthusiastic about the curriculum and very supportive in implementing the field-testing. Indicated was that they would use the curriculum again and believed that it could benefit a wide variety of youngsters. Both found the program easy to use, the most difficult task being to secure the initial commitment of the families.

The print materials of the JSBH curriculum were also reviewed by a group of special educators, representatives of professional organizations, and instructional materials editors. Two of the six "activity" packets were sent for review by each individual, so that each packet could be independently reviewed by at least six professionals. Twenty-two review forms were sent out in all, and fifteen were returned. Table 1 summarizes the results of some of the key questions on the review questionnaire.

Table 1

Results on Key Items

Item[a]	Categories*				
	SA	A	N	D	SD*
1. The program is useful in preparing youngsters for th demands of school & work.	6	7	0	0	0
2. Program is appropriate for use by junior high students and families.	7	6	0	0	0
3. Families could use the materials independently.	7	4	0	0	0
4. The skills and attitudes included are valuable for students to learn.	10	5	0	0	0
5. The directions are clear and easy to understand.	8	7	0	0	0
6. Presentation of the activities is effectively done.	5	7	0	0	0

* Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree

[a] The number of respondents varied from item to item.

The results of the professional peer review tended to corroborate the findings of the field-testing that the program is useful and valuable as a supplementary home learning curriculum for special needs junior high school students and their families.

Background on Family Involvement in Education and the Work of the Home and School Institute

A considerable body of research, including the work of Bloom (1964) and Coleman (1966), confirms that the family is a critical influence in the education of the child. Schools and parents function as partnerships in educating the child, whether or not they are cognizant of being partners. It is important therefore, for schools to reach out to parents and to assist them in making their role as positive and productive as possible. Research also indicates that of the many different modes of parent involvement in the schools, the parent as tutor of his own child is the one most directly linked to academic achievement (Goodson and Hess, 1975).

The Home and School Institute (HSI), which developed the JSBH Program with support for the U.S. Department of Education, has built upon and extended this research in its many programs which team the family and the school. The HSI approach builds upon the strength of the family in the belief that all families are capable of directly assisting in the education of their children if they are provided with the necessary structure and support (Rich et. al., 1979). The HSI recipe approach has been developed as a unique means of providing structured, easy to complete, home learning activities which reinforce and enrich, but do not duplicate, the school curriculum. HSI home learning curriculum materials have been used with thousands of families across the country. They have served as the basis of a number of demonstration projects and school programs. The HSI approach has been adapted to the needs of special populations such as the learning disabled and other exceptional children, the bilingual, and the disaddvantaged. More information about the Home and School Institute may be obtained by contacting the author.

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The Learning Manager Special Needs Vocational-Technical Education

Ethel Moull

As a special education teacher/consultant, the learning manager should possess adequate knowledge of each specific area of exceptionality and keep informed of current successful strategies being employed with high school students. Education and experience are important factors.

However, it seems important to note that by the time special needs students reach the secondary school level, it is probable that they can no longer be categorized by a clear-cut disability pattern. It is likely that they will find themselves a part of a heterogeneous group that has a wide range of disabilities and problems.

Some special students, despite learning disabilities, have learned to cope with their problems, and present the challenge to those who work to keep them on a positive and successful track. Many special needs students will present to the learning manager and to the vocational instructors one or more functional descriptions which might represent potential barriers to success in vocational programs, these include: demonstrated history of marked discrepancy between level of ability and educational achievement (often a wide variation in achievement from subject to subject); an attitude of disinterest and low motivation for academic tasks; demonstrated history of consistent failure despite average to superior ability; a lack of motivation despite the home school's ability to meet basic educational requirements.

In the fall of 1981, the Vocational Education Department of the Indiana University of Pennsylvania sought to address another group of students: those that displayed a unique need because of academic, emotional, cultural and economic factors inhibiting achievement, but who had not met the criteria for special education identification. The role of Learning Manager was extended to encompass a broader classification which became known as "Special Needs Student." This made it possible to deal in a very realistic way, through use of turn-on strategies and other techniques, with the demonstrated strengths (both affective and cognitive), of individuals who, nevertheless, needed help in order to achieve.

The position taken by the Vocational Education Department was set forth in a position paper. In this paper, the idea was conveyed that in supporting those with special needs, emphasis should be placed on accommodation the students with their unique learning styles in a simulated work environment (i.e. the vocational setting). The emphasis on accommodation and compensatory instruction, rather than on continued efforts to stress remediation, was agreed upon as the strategy most compatible and realistic for vocational/technical training leading to subsequent employment. Also implied was that of building on individuals' self esteem through modifying social/emotional behaviors, work habits and interpersonal skills, with use of encouragement, positive reinforcement, and successful experiences as an additional goal.

The writer feels that the general role of the learning manager has been and should continue to be to facilitate the adjustment of all special needs students to the vocational "shop" climate and to offer both direct and indirect support to students and instructors.

Older students find it more difficult to determine their specific educational pattern and the more likely they are to have build up inner emotional defenses. These defenses may include repression due to repeated failure, overt hostility to authority, nervousness, anxiety, apathy, disinterest, alienation. We are also finding ourselves working with more students beyond high school age who are returning as post-graduates of special education programs. The role of Learning Manager/Special Needs Vo-Tech with its current job description has been operation since 1980.

Background

In late August, 1980, the writer accepted the challenge as a special education professional to help serve special students who had been enrolled in area vocational courses at three county facilities (in Pennsylvania). For the three years which followed, the author has endeavored to fulfill the role of Learning Manager for those select high school students attending programs as part of the vocational mainstream.

Initially, the primary focus was to assume the many faceted responsibilities of a liaison between county high schools and the three vocational schools for those students identified as handicapped, (according to the Pennsylvania school codes). These students were receiving home school resource support in most cases.

Liaison Responsibilities

A learning manager could be assigned to a particular vocational school. This person should be involved as a liaison at many levels. This requires scheduling and listing of priorities. It also requires flexibility and mobility, including scheduling of appointments outside the vocational site to achieve particular objectives.

Special needs students display unique strengths and weaknesses and perhaps challenging learning problems. Therefore it seems rationsl to assume that certain students will demand and need more attention than others. In response to this, learning managers should not seek to give equal time to all exceptional students or to every instructor. Priorities for services will need to be established and scheduled accordingly.

Responsibilities to students.

These include: (a) direct or indirect support in a problem/crisis situations depending on the nature of the situation or the needs of the student; (b) conferring with others to encourage teenagers to assume responsibilities, to carry handouts back to home school, and to understand fully a total program built on the relationship between home school classes and the vocational classes; (c) sharing suggestions to help with development of organizational skills, studying for tests; (d) "observing and listening" in attempts to gain perceptions which may result in initiating positive changes in relationships between teachers and students; (e) informal educational assessments when warranted to provide current data on skills and learning patterns; (f) recommendation for vocational assessment to determine aptitudes.

Responsibilities to the home school.

These include: (a) maintaining on-going contacts, personal and through correspondence, with liaison personnel; (b) attending meetings at individual high schools with special education teachers, administrative staff; (c) scheduling meetings with a district liaison at assigned vocational schools in efforts to assist in specific students progress; (d) meeting with other learning managers to discuss strategies; (e) conferences with students and special education support persons at home school sites when the need for stronger support is warranted.

Responsibilities to the vocational instructors.

These include: (a) dissemination of pertinent data from the district about students' academic and affective learning charactristics with an emphasis on "turn-on" strategies; notification of important changes influencing students which may affect progress; (b) provision of concrete suggestions to help teachers to help individual students in the learning process; provision of reference materials; (c) monitoring individual students' progress after strategies has been initiated; (d) assisting in development of individual contracts; (e) assisting in establishment of rapport between instructors and district special education teachers in behalf of specific students for the purpose of enhancing instructional coordination.

Responsibilities to the vocational administrative staff.

These include: (a) direct responsibility to guidance coordinators in regard to job duties; (b) conferences with guidance coordinators on a regular basis; (c) on-going contacts of both specific and general natures with guidance counselors, coordinators, nurses and principals at the various Vocational-Technical schools; (d) attendance at conferences with parents; (e) participation in appropriate Inservice programs.

Responsibilities to the special education administrative staff.

These include: (a) direct responsibility to special education supervisors in regard to job duties, in coordination with responsibilities to guidance coordinators (see above); (b) conferences with the supervisor on a regular basis; (c) participation in appropriate Inservice programs.

Observations and Perceptions

Vocational Instructors

There seems to be a developing healthier sensitivity toward special students in the mainstream at our vocational schools. In general, attitudes seem to be changing for the better. Several instructors are becoming interested and involved in learning about individualization, through the demands of their own educational course work.

The vocational teachers are very much aware of the realities of the world of work. Their own life experiences in the vocational areas have made them knowledgable about important factors relative to achieving and maintaining employment. They stress those elements in their programs concurrently with the vocational skills representative of their particular courses.

Good perceptions at the instructional level have led to recommendations and decisions for certain students to enter the cooperative and diversified occupations programs. This can be a wise move when the simulated work situation in the shop is not adequately meeting students' needs for achieving the social/emotional competencies required for success in actual work situations.

Special Education

Over the past three years a network of support personnel from the home schools has been developing. The level of commitment to the notion of filtering vocational program content (or vocabulary) into resource room activities varies among the schools. A few of the schools have continued to commit themselves to releasing a special education liaison to visit the three county facilities on a somewhat routine basis. In general, close contacts between special education teachers and vocational instructors is quite commonplace at this time. Also, it is not surprising to see a special education teacher visiting a particular classroom and instructor in behalf of a student displaying difficulty. A few teachers have found it possible to make these visitations.

Determining Student Strengths

In the spring of each year referral forms are distributed to the home schools to be filled out on each special needs student. Items on it address the learning characteristics of the student, including previously demonstrated turn-on strategies.

The vocational assessment has proved to be an invaluable instrument in determining vocational aptitudes. Now, a substantial number of special students have received their evaluations before entrance into specific vocational training programs, and the goal is for all special needs students to receive a hands-on vocational assessment prior to enrollment. Students have indicated that the vocational assessment is a rewarding and pleasant experience. They seem to find satisfaction at being involved in a testing situation which is non-academic and subsequently unstressful.

Summary

Many special students find the vocational school experience to be the highlight of their school day. It seems that just being part of the mainstream has a great effect on a teenagers' attitude, and efforts put forth in vocational programs.

Remediation of academic deficits required for learning a skill, such as the need for mastering measurement to perform a carpentry task, is important. However, our special students appear to be reacting best in those situatons where instruction is related to the particular task, support is subtle, and reinforcement of specific deficit skills is accomplished at the home school in the more restrictive environment.

A Child Development student summed up her feelings about vocational education with this very uplifting comment to this writer:

> "I have found out an awful lot about myself at Vo-Tech, and I wouldn't really have been able to do anything without that."

Placing Special Needs Students into Vocational Curriculum:
Utilizing an Evaluation Assessment Model

Billy Ray Dunn

In 1978, the U.S. Office of Education took the position that an appropriate comprehensive vocational education should be made available and accessible to every handicapped person. Public Laws 94-142, 94-482 and 93-111 have mandated appropriate vocational programming for handicapped students to be provied in the least restrictive environment (Exceptional Children, 1981.)

Public school administrators (including vocational administrators) are now required to provide appropriate individualized educational programs for all handicapped children and to do so in ways to protect the children's procedural and substantive due process rights, (Exceptional Children, 1979). Thus the scene is set administratively to create a cooperative effort between vocational education and special education.

A federal grant received by Marshall University (Huntington, West Virginia) and directed by this author is designed to provide immediate assistance for voctional administrators (and support personnel whose roles directly aid the administrative process) charged with meeting current mandates in regard to providing vocational education training for the handicapped. Following a concentrated effort encompassing research and materials development, three levels of competency-based inservice training are being developed and field-tested in West Virginia by a project staff with a unique combination of vocational education and special education expertise.

Phase I

In Phase I of the project, the model assists vocational personnel in acquiring a cognitive base in six areas of special education including legal considerations, historical background, and current trends. The objective is to enable vocational personnel to function at an efficient level as a member of special education placement committees and as administrators charged with placing special needs students into the most appropriate curriculums. The inservice delivery model utilizes learning center concepts to provide hands-on experiences in behavioral disorders, learning disabilities, sensory, gifted, mental retardation and physicaly handicapped.

Phase II

Phase II has resulted in the development of D-MAP: Dunn's Model for Assessment and Placement. This model utilizes and initial phase that includes both achievement and ability testing. Participants are shown how to utilize scores that are already available and/or how to administer unrestricted test to accomplish the same task. The results of an understanding of the combined ability and achievement scores are correlated with the basic requirements for vocational curriculum and an intial selection from available curriculum is made.

The second phase of D-MAP involves interest testing, aptitude testing, and work samples in a circular concept approach which allows for consideration of the needs of the special education student in each facet. Again, participants are instructed as to appropriate test based on student need, available personnel and cost factors. Instruction is provided for interpretation of the combined interest-aptitude and work sample results and a counseling component provides the vehicle for a final curriculum analysis before selection and placement into a curriculum is made.

D-MAP will be field-tested with every vocational center in the State of West Virginia during the spring of 1984. The goal is to enable every vocational adminstrator to have a legally sound and psychologically accurate model to utilize when assigning special needs students to a vocational curriculum. Experience, previous training, and knowledge of test scores will not be a limiting factor for the vocational administrator using D-MAP.

Phase III

Phase III of the project, now in a development stage, is designed to provide the vocational administrator and the vocational instructor with strategies to modify vocational curriculum to accommodate the efficient utilization of materials both by special needs students and the students assigned through the regular channels to a particular curriculum.

Certification of Vocational Evaluators in Public Schools

Iris McCarthy and Pamela DeConte

Professional certification has represented a consistently frustrating problem for public school evaluators; however, it has been relatively unkown, or not addressed, by public school personnel, certification or vocational education professionals. As vocational evaluation becomes a more popular and demanded service in public schools, it is also important for new vocational evaluators to understand the insecure, inequitable quagmire of certification difficulties they are likely to face upon entering this profession.

Extensive literature reviews determined that to date, no professional papers or journal articles have thoroughly explained the complex certification problems of vocational evaluators in public schools. Two master's theses by candidates in the University of Wisconsin - Stout's vocational rehabilitation (with an emphasis on vocational evaluation) did address the basic issues that: 1) many states had vocational evaluators in public schools but none had pertinent certification requirements. In fact, most states required teacher certification with no requirements for vocational evaluation training; and 2) the roles and functions of vocational evaluators in vocational education settings did not differ whether they had teacher certification or not. Thus, it was recommended that the teacher certification requirement be eliminated (Kensley, 1977). Since 1978, nothing new has been written or documented, yet vocational evaluation services continue to expand in public school programs.

To summarize, since the late 1970's no changes in certification requirements have occurred; and prior to that time it was determined that though most evaluators in public schools were required to have teacher certification, there were no differences in job functions between "certified" and "non-certified" individuals. The situation now stands that regardless of the skills, training, and/or experience these professionals bring to and perform within the role of vocational evaluator, many of these individuals have been denied teacher-equivalent certification. As a result, they are directed to acquire additional coursework and graduate credits which usually are not relevant to their professions.

The Problem

Although the certification problem is complex it seems to evolve around the following issues: 1) Vocational evaluation in public schools is a relatively new discipline and few if any standards exist for programs or the professionals that implement them; 2) Professional pre-service or degree training for vocational evaluators is established in very few universities. It is difficult for most professional vocational evaluators to acccess these programs -- primarily for geographic reasons. Furthermore, these programs traditionally teach vocational evaluation relevant to vocational rehabilitation rather than pertaining to public school programs. Although a few other programs have emerged in the past decade, those identified most often are in Wisconsin, Alabama, and Arizona. Certification for vocational evaluators has not existed, thus even those who have the professional education or experience enter the realm of education with skills that are not certifiable. A new national certification commission for vocational evaluators (and work adjustment specialists) is in place and will begin official examinations after December 1984; however, again, the procedures, examination questions, and certification awards are relevant to vocational rehabilitation, not to public schools; 4) Most educational agencies (school systems) require and continue to enforce the rule that any professional who provides direct service to students must possess or quickly acquire state and locally approved certification. Thus, vocational evaluators are forced to use past educational credits (if they come fro the educational system), or to return to school to acquire credits and coursework that are not relevant to their jobs in vocational evaluation. Since, to our knowledge, no school system or state educational agency in the country has a certification category for vocational evaluators, these professionals are forced to take coursework (or certification related to other educational disciplines, such as school psychologist, occupational therapist, guidance counselor).

A few educational agencies, at the urging of local school systems, have placed vocational evaluators into "catch all" certification categories with a miscellany of other one or two-of-a-kind professionals. In these instances, vocational evaluators have been awarded educational certification from a general category, for example, "support service staff." In Maryland, recent developments have resulted in the elimination of such categories. Thus, vocational evaluators who have been certified and possess a wealth of experience, have been forced to return to school for recertification.

The national rehabilitation certification process that is currently being encouraged for all vocational evaluators under the auspices of the Vocational Evaluation and Work Adjustment Association (VEWWAA), a division of the National Rehabilation Association (NRA), does not represent an alternative or anodyne to solving the educational certification dilemma of vocational evaluators in public schools. The rehabilitation certification process is identified as the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists, known as CCWAVES (162 North State Street, Suite 318, Chicago, Illinois 60601).

The authors, as representatives of a statewide committee, hope to draw attention to this certification problem with the idea that more intense and consistent efforts by more people can lead to eventual solutions to this long-existing, counterproductive situation. In a time when incentives to educators are being touted as vehicles or catalysts to improving services and attaining educational excellence, the situation outlined here can account for a disenchanting disincentive for quality service. As McAlees and Mason (1980) noted "certification has been used in a number of professions to help move other professional groups toward the goal of consistent programming" (p. 86). Certification will remain a cloudy and complex issue. However, as others have advocated for VEWAA certification, the same holds true for those who work in public schools, that "certification in and of itself will not ensure competency of the professionals practicing in the field" (Zwyghuizen, 1980, p. 127). In this respect it is important to remember that certification is a good beginning but not the final answer (p. 127). In this sense, school evaluators throughout the nation need to initiate a genesis of a certification process (Maryland presently is making such an attempt).

History of Vocational Evaluation

A National View

Vocational evaluation of students within public schools began to appear in a handful of states during the early 1970's. In the past decade the vocational evaluation process has been integrated into secondary (and postsecondary) educational programs at a steadily increasing rate. Expansion of vocational evaluation services throughout the nation's public schools indicates a national trend. Originally, this service delivery system was transferred from the field of vocational rehabilitation and was adapted to public school populations. A topic of concern (which is appropriate for another paper), regards the varied adaptations which have occurred. In some situations it is difficult to recognize any similarities with the rehabilitative vocational evaluation process. Additionally, overall confusion exists regarding a universal definition and profile of vocational evaluation, or vocational assessment, as many have labeled it. Vocational evaluation programs in schools are inconsistent in content, function and quality.

The Maryland Situation

The expansion and refinement of vocational evaluation services in Maryland Public Schools represents similar development and growth in numerous other states (Pennsylvania, Virginia, Florida are examples).

Thus, a brief historical perspective of Maryland could be generalized as similar to other states. Likewise the certification procedures, status, and difficulties of vocational evaluators can be generalized also. Conversations and participation in national conferences by Maryland vocational evaluators bear out the assumption that certification for public school vocational evaluators has created consistent problems. To date, no state educational agency has develped a special category for vocational evaluators, nor has any state formally recognized the dilemma this creates for these professionals. Minnesota represents the one exception in some respects, but the certification process implemented there does not separate vocational evaluators from other vocational educators or require any job-relevant skills. In other words, the Minnesota system has created difficulties of a different nature for its vocational evaluation professionals.

Briefly, in 1971, the Division of Vocational-Technical Education of the Maryland State Department of Education, funded five vocational evaluation programs to serve disadvantaged and handicapped secondary students in eight local agencies (counties). Six vocational evaluators, several secretaries and two education aides staffed these original programs. In 1983 Maryland public schools have incorporated over 20 programs in 20 of the state's 24 local education agencies (LEA). Approximately 24 vocational evaluators provide services through these programs, and also supervise or coordinate the job duties of vocational evalulation technicians, aides, and secretaries. The educational programs within two of the state's juvenile justice facilities also include vocational evaluators and auxilary staff.

Statement of Need for Vocational Evaluator Certification

A number of variables contribute to the confusion and complexity surrounding the certification dilemma. Foremost among the many issues contributing to the problems is the definition struggle that exists within the educational realm. Special educators, vocational educators, and rehabilitation specialists define vocational evaluation differently and in fact, have not clarified definitions for their respective disciplines. Without clear definitions, the profession as a whole suffers from confusion regarding its purpose, function, and, most importantly, its role. When confusion exists, a profession can not gain the aceptance, credibility, or respect that a helping profession needs in order to provide direct, effective services.

Vocational evaluation is practiced internationally and is "accepted and respected as a profession" (McAlees and Mason, 1980, p. 86) - in the world of rehabilitation. Schools, however, are still learning what vocational evaluation is and what it can and can not do. One of the problems associated with the newness of vocational evaluaton in schools affects the people who conduct the service. They have different roles and responsibilities than others in education. It is difficult to place them in a category with teachers, counselors, psychologists, special educators and vocational educators. The duties they perform cross over many of the traditional categories and entail responsibilities in which an administrator or program coordinator would engage. Most evaluators in Maryland are hired on a level equivalent to teachers, rather than on levels with counselors, administrators, or supervisors. For people hired from within school systems who have teaching certification, the transition into vocational evaluator positions is relatively smooth. The only requirement they must meet is to maintain certification for the area (i.e. math, English, industrial arts) in which they were originally certified. Unfortunately, coursework or training specific to vocational evluation may or may not be counted toward their current certification status. Further, as these "untrained" evaluators try to find coursework in vocational evaluation, they are hard-pressed to find more than an introductory course or overview in-service related to their jobs.

The real certification frustrations emerge when school systems hire individuals from outside of education, who, quite often, do not possess teaching or education degrees. Although they may be highly skilled and trained in vocational evaluation, their degrees and experience usually do not include student teaching or any teaching experience. This situation disqualifies them for teacher certification. Many evaluators have been caught in the bureaucratic mire of trying to receive credit toward certification within courses that are relevant to the profession. So far, many talented vocational evaluators have been forced to compromise by: taking irrelevant courses, acccepting provisional certificates and inequitable pay, or eventually by leaving their jobs. The inflexibility of the certification system has penalized many committed, valuable professionals in terms of salary, tenure, seniority, all of which negatively impact on one's total job satisfaction.

Efforts by practicing vocational evaluators, their supervisors (often vocational education dirctors), and local education agency personnel specialists to point out the problems inherent in staffing vocational evvaluation programs are not new. Between the years of 1975 and 1978, a committee representing practitioners from throughout Maryland developed strategies, suggested coursework, and initiated discussions with the MSDE Certification Specialists. Technical assistance was provided by specialists from DVTE who also acted as liaisons between the committee and MSDE. The efforts of this committee dwindled as people changed positions, and as communications with MSDE became more discouraging. Committee activity finally ceased. The next section describes a new initiative by identifying the problems associated with certification. Once again, practitioners are picking up a cause that is unpopular with most state departments of education.

It is hoped that other practitioners and supervisors in other states can be alerted to the certification problem and examine what we have attempted and continue to try in order that they can be motivated to engage in an initiative that, in the end, can be successful. Hopefully, the process that the Maryland committee has shared in this paper can, at the very least, assist someone to recognize the existence and issues related to this dilemma.

Vocational Evaluators' Committee for Maryland Certification

In August 1982, the Division of Vocational-Technical Education (DVTE) of the Maryland State Department of Education (MSDE) sponsored an inservice program for Vocational Support Service Teams (VSST's) throughout the state. In Maryland, VSST's are comprised of vocational evaluators and vocational support personnel. After a presentation on State Certification by a MSDE representative, this committee was formed by volunteers who attended the session. An initial meeting was scheduled. At the first meeting a committee goal, timeline and a secondary mission were established.

The Goal

The goal was simply stated, "to develop and provide guidelines for certification of Maryland vocational evaluators in public schools." In addition, guidelines would be presented to the Division of Certification of MSDE. The timeline was agreed upon for: monthly meetings from September to May 1983; "rough draft" completed by June 1, 1983; Input meetings of vocational evaluators for revisions and acceptance of guidelines between June to Septemer 1983 (it was hoped that this could take place at a statewide inservice program); "final draft" by December 1983 for presentation to MSDE. The secondary mission was stated to "keep public school vocational evaluators informed of state and national developments" concerning certification.

Background

Background information of previous and current certification endeavors by vocational evaluators was gathered from various literature searches and other sources. Committee members contacted several state departments of education (New Jersey, Virginia, Florida and Minnesota) that had made attempts to certify vocational evaluators. Information was also collected about the current rehabilitation certification process, CCWAVES. Supplemental information was gathered from the Maryland State Commission on Quality Teaching to determine the relevance of their "Recommendations" to our situation. Request were sent to all Maryland school evaluators for updated job descriptions. These were compiled into a list of common factors of job duties (see Appendix A).

Throughout the process the committee maintained contct with specialists from DVTE/MSDE and met again with a representative from the Certification Division of MSDE.

The common factors list of job duties is byb no means complete, but should be representative of what vocational evaluators in public schools are expected to perform. After thoroughly reviewing this and other job relevant information, the committee developed broad competencies that vocational evaluators should posssess to perform their jobs effectively and with success. These competencies were titled "areas of knowledge and skills." Individual committee members compiled performance objectives from these "areas." This format had been suggested by the MSDE Certification representative. Presently, ten "areas" exist, with five of these having specific performance objectives and competencies. This comprises our present "working rough draft," which at this writing (October 1983) has not been commented on or reacted to by practitioners in the state. (See Appendix B)

Problems Encountered by the Certification Committee

Numerous problems emerged as the committee pursued its task, many of them were repetitious of difficulties which had been experienced by the first ad hoc vocational evaluators certification committee in the '70's. Some of these "roadblocks" are listed below.

- changing status of forecast for success by the DVTE and Certification specialists--as these individuals investigated possibilities for certification, they communicated discouraging outlooks;

- local educational units would have to approve or agree to additions or changes in certification procedures made or proposed by the state department of education;
- certification would not be consistent or uniform from state to state;
- vocational evaluators constitute too small a group to institute a new set of standards, procedures, and a separate category;
- vocational evaluators have experienced a growth rate that is minimal, thereby not warranting any immediate certification action by the state;
- historically, new disciplines have not met with success in gaining entrance into a general certification category nor have they been able to gain a separate one;
- no colleges or universities in the area offer course-work which would be required of certification;
- absence of a needs assessment or statement demonstrating a need for specialists in the area of vocational evaluation;
- there is no information in the rough draft materials developed by the committee which are unique (i.e., other education specialists can perform the duties included in the job description for vocational evaluators and most of the competencies required can be incorporated or combined with those required in the general area of vocational education);
- a lack of specificity is evident in the competencies already developed by the committee (yet these are based on those developed for state certification of guidance counselors);

- lack of support for such a specific category (especially when concern for "riffed" teachers is so paramount today) absence of specific certification will allow excess teachers to fill vacant vocational evaluation positions.

Additional advice has been offered by the MSDE certification representative. He has suggested that vocational evaluators seek inclusion in either vocational education or special education categories. Neither of these is appropriate, however. Inclusion in either of these categories would be equally as cumbersome, if not more so, for evaluators to pursue than other content areas.

Current Status

This committee has not completed its goal; however, it will continue the process with a revised timeline until the goal and mission previously established are met. Although members of the committee have been discouraged at various times partly because of the conflicting messages and communications received from the state department, members have agreed unanimously to continue our efforts. Once the "Areas of Knowledge and Skills" and related performance objectives are completed, the committee will report to the other vocational evaluators in the state for feedback and revisions.

Future Considerations

The members of the committee of vocational evaluators feel their efforts need to be included and its efforts need to be shared. The following points indicate the committee's actions toward completing its goal: 1. Certification of vocational evaluators is a national concern and a dilemma in the public school setting; 2. The "Areas of Knowledge and Skill" is partially completed. This committee intends to continue the process until a comprehensive paper is developed. Then, these completed competencies will be available for comment and input from other vocational evaluators in the Maryland public schools; 3. The completed and final copy of "Areas of Knowledge and Skill" will be presented to DVTE/MSDE as well as the local counties as suggested competencies that Vocational Evaluators need. Hopefully, it will be a guide in selecting competent vocational evaluators; 4. The "Areas of Knowledge and Skills" competencies will be proposed to the Provisional Board of the Division of Certification and Accreditation of MSDE as a request for state certification of vocational evaluators; 5. The members of the committee plan to investigate local colleges and universities for possibilities of developing workshops, institutes and/or college level coursework related to vocational evaluation. It is hoped that one or more universities will offer courses which could receive MSDE approval.

Appendix A

Common Factors of Job Duties of Vocational Evaluators in Baltimore City, Anne Arundel, Frederick, Howard and St. Mary's Counties

1. Maintains and operates a Vocational Evaluation Center and familiarizes other school personnel with its function.
2. Gathers existing pertinent data concerning evaluees recommended for assessment.
3. Interviews evaluees.
4. Observes and records work behaviors and habits.
5. Administers appropriate achievement, aptitude, and psychometric tests, and interest inventories.
6. Assesses work potential, interest, aptitude, ability, and behavior of evaluees.
7. Counsels evaluee regarding the results of Vocational Evaluation.
8. Prepares and forwards report to communicate assessment results, test scores, and appropriate recommendations.
9. Coordinates and supervises work of technician, aide, and/or secretary (in those centers in which these positions exist).

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Appendix B

Areas of Knowledge and Skill

The competencies which have been suggested as requirements for entering the Vocational evaluation profession are grouped into areas which become the major goal areas for generic Vocational Evaluation certification. These are listed below:

1. Knowledge of history, purposes, and practices of Vocational Evaluation.
2. Knowledge of Vocational Education.
3. Assessment, diagnosis, and prescriptive techniques of an individual's training and/or work potential.
4. Skills in oral and written communications.
5. Knowledge of mental, psychological, and physical aspects of the individual.
6. Knowledge of occupational information, employment trends, training, and educational opportunities.
7. Knowledge and skill in tests and measurement selection, administration, and interpretation.
8. Knowledge and skill in work sample development, task analysis, and job analysis.
9. Knowledge and skill in curriculum and instructional methodology.
10. Knowledge and skills in management techniques for coordinating and supervising program and staff.

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Grant Development Procedures in
Vocational/Special Needs Education

Ronald Linari

Seeking and developing grant proposals require considerable preparation and knowledge in order to be successful. Many persons are reluctant to pursue grants since they believe that their skills are inadequate to write appropriate proposals for funding.

There is no magic formula to designing appropriate and acceptable grant proposals. The major attributes of individuals relate primarily to the ability to write well, organize ideas, coordinate resources and formulate an appropriate budget commensurate with program goals and anticipated outcomes of the project.

Additionally, persons writing grants should follow these procedures: Identify a need; Complete needs assessment; Formulate plan of action; Visit comparable programs and/or review appropriate resources; Discuss plans with appropriate personnel for their reaction and input; Establish an advisory committee if applicable; Meet with personnel of the funding agency to review your project if feasible; Complete and submit the grant proposal.

An outline can also be very helpful when preparing the preliminary draft of a grant proposal. The outline should contain this information: Title of project; Rationale; Need; Project Overview; Population to be served; Objectives (General and Specific); Staffing; Supplies, Materials, Equipment; Anticipated budget.

Grants can be classified under three major areas. These are: Entitlement Funds (based on the number of students enrolled, the type of program or service); Competitive Funds (involve requests for proposals

(RFPs) with a specified amount of money available with specific requirements); Discretionary Funds (money set aside for particular usage, e.g. special projects, technical assistance).

The Federal process in the final distribution of grants is very involved. Authorization is the first step through which monies are recommended, usually for several years. Allocation refers to the budgetary amount recommended by the Congressional Committee responsible for the particular grant. The last step is appropriation, which represents the final amount acutally approved by the legislature. This process is very time consuming, which may result in delays. Applicants should recognize that grant proposals are closely associated with final appropriation decisions.

Sources of grant funds generally include the following categories: Federal Government; State; Private, i.e. Foundations, Corporations and Benefactors.

The list below represents these categories and can be very helpful in finding appropriate and potential sources of funds for your projects.

I. Private Sources

A. Corporations

- Corporate 500: The Directory of Corporate Philanthropy
  Public Management Institute
  333 Hayes, San Francisco, CA 94102
  (415) 431-8444

B. Foundations

- Handicapped Funding Directory

  Research Grant Guides, P.O. Box 357
  Oceanside, NY 11572

II. Federal Sources

- Catalog of federal domestic assistance

  Superintendent of Documents, U.S. Government
  Printing Office, Washington, DC 20402

- Federal register (see above for address)

- Federal assistance for programs serving the handicapped,

  Superintendent of Documents (see above for address)

- Federal education grants directory

  Capitol Publications, Inc., 2430 Pennsylvania Ave.,
  Washington, DC 20037

- Federal assistance guide for vocational and career education for the handicapped

  Leadership Training Institute, College of Education,
  University of Illinois, Urbana, Illinois May, 1980.

III. State Resources

- State Funding Available to Local School Districts - for various categorical areas, i.e. early childhood, disadvantaged, handicapped, etc.

  (U. S. Department of Education, Rehabilitation, Labor and others)

IV. Other Sources

- Private organizations, e.g. Associated Grantmakers of
  Massachusetts, 294 Washington Street, Boston, MA 02108
  (617) 426-2606
- The Grantsmanship Center, 1031 South Grand Avenue
  Los Angeles, CA 90015 (213) 749-4721
- Business commerce daily, Supt. of Documents, approximately $100 or $150 per year depending on type of mailing.
- Philanthropic Digest, 1100 17th Street, NW,
  Washington, DC 20036.

  Public Services Materials Center
  415 Lexington Avenue, New York, New York 10017

  Resources in Vocational Education.
  The National Center for Research in Vocational Education
  The Ohio State University, Columbus, Ohio 43210

Conclusion

Persons who are seeking grant support for projects in vocational/special needs education need to be diligent and organized in their pursuits. Once you have written a few grants, your skills will improve, as you learn the proper procedures, shortcuts, jargon and communication techniques relative to the grant development process.

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